



# WHP AND NEW YORK'S SOCIAL STUDIES STANDARDS

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## New York WHP Executive Summary

The World History Project (WHP) curriculum provides an opportunity for New York's 9th and 10th grade students to develop a well-grounded foundation for deep understanding of world history through its readings, videos, and activities. WHP aligns with the vast majority of New York's Social Studies Standards. Accordingly, teachers are encouraged to revise or include additional materials at any point in the course in order to focus on, or dig more deeply into, specific topics or periods such as cost-benefit analyses. WHP includes two chronological courses: Origins to the Present and 1750 to Present. New York's 9th grade global history course focuses on first civilizations to transoceanic trade routes while the 10th grade course focuses on 1750 to the present. Items from both WHP's Origins and 1750 course are applicable to the 9th and 10th grade courses. Therefore, a combination of the Origins and 1750 course is suggested, with Origins up to 1750 presented in 9th grade and the 1750 course taken in 10th grade. The accompanying crosswalk provides examples of aligned materials from both courses.

## WHP and New York's Social Studies Standards

While completing the WHP curriculum, students will learn historical content through various frames and will develop and apply their inquiry skills. These aspects of WHP are aligned to New York's Social Studies Standards and conceptual understandings such as "4. Distinguish between long-term and immediate causes and multiple effects (time, continuity, and change)," "9.3c A period of peace, prosperity, and cultural achievements can be designated as a Golden Age," and "10.2c Individuals and groups drew upon principles of the Enlightenment to spread rebellions and call for revolutions in France and the Americas." WHP also includes multiple opportunities for students to engage in inquiry-based learning: close reading strategies for both text and video, evidence-based writing, claim testing, causation, comparison, contextualization, continuity and change over time, and sourcing. In addition, as mentioned above, the WHP course focuses on the frames, or "big pictures" of history, which include the following:

1. Networks: How have our networks of interaction changed over our long history?
2. Production and Distribution: How have our systems of production and distribution of goods and services changed over our long history?
3. Communities: How have our communities changed over our long history?

As students study these frames, they navigate various historical events through smaller scales of time and develop historical knowledge. These historical events include the transition from foraging to farming including interactions between pastoralists, foragers, and farmers; the creation of the first states and empires; the spread of belief systems; regional trade networks, such as the Silk Road routes and interconnection in the Americas; the Columbian Exchange and the Transatlantic Slave Trade; the Enlightenment; Industrial Revolution on a global scale; Imperialism, colonialism, and responses to these; the World Wars; the Cold War; and globalization, which are all aligned to New York content expectations for global history. Additional information on the frames and scales can be found in the WHP Course Guide. In New York's global history courses, there is an emphasis on first

civilizations (9th grade) to the present day (10th grade). Specifically, the NYS K-12 Social Studies Framework Introduction states “Students [are] to develop an understanding of concepts and key ideas through inquiry, analysis of primary and secondary source documents, and disciplinary skills and practices.” These curricular expectations are found throughout the WHP Course. For example, students will engage in inquiry-based learning as they complete the DBQ and LEQ activities in both the Origins and 1750 course. Students will also engage with primary and secondary source documents in the sourcing activities such as “Sourcing – Why Was Slavery Abolished?” The content in this unit aligns to several of New York’s standards and conceptual understandings, including “2. Identify, compare, and evaluate multiple perspectives on a given historical experience.” Hence, WHP is an excellent fit for meeting New York’s high school global history course expectations.

### **WHP, the Common Core State Standards, and the C3 Framework**

The NYS Social Studies Standards were created with the C3 Framework in mind and the C3 Framework incorporates the literacy expectations found in the CCSS. As a result, WHP meets these historical thinking and literacy practices and provides the scaffolding necessary for teachers to engage student learning while meeting the needs of all learners in the classroom. WHP was designed with current research in literacy and historical thinking practices in mind and does an excellent job supporting teachers and scaffolding students into these new expectations. The WHP eras and units include multiple opportunities for students to engage in inquiry-based learning as they examine primary and secondary sources, develop and test claims, create arguments, and develop their writing skills. These inquiry-based opportunities are reinforced through practice progressions. WHP incorporates disciplinary thinking and literacy practices into its curriculum and enables students to learn and practice inquiry-based skills at increasing complexity. An in-depth discussion of the progressions can be found in the “WHP Practice Progressions Guide.”

WHP provides resources for literacy practices and historical thinking processes that teachers can adapt for their other social studies courses. These resources include readings, writing assignments including DBQs and LEQs, and activities that incorporate historical thinking practices.

### **Conclusion**

WHP provides an engaging and coherent curriculum that enables New York’s students to meet the vast majority of NYS standards and to develop the ways of thinking, reading, and writing set forth in the College and Career Readiness Standards and the C3 Framework. WHP will reinforce the inquiry skills and the content and knowledge that is expected from New York’s high school global history courses.



New York Standards WHP Objectives Crosswalk  
9th and 10th Grade - Social Studies Practices

NEW YORK 9th/10th GRADE SOCIAL STUDIES STANDARDS	WORLD HISTORY PROJECT COURSE OBJECTIVES (CO) AND LEARNING OBJECTIVES (1750 COURSE=U#-#; ORIGINS COURSE=E#-#; U.#-#/E.#-#=LEARNING OBJECTIVES IN SUBUNITS) THAT SUPPORT NEW YORK SKILLS AND STANDARDS	RELEVANT WHP LESSONS, ACTIVITIES, AND RESOURCES THAT SUPPORT NEW YORK SKILLS AND STANDARDS
<b>SOCIAL STUDIES PRACTICES 9-12</b>		
<b>GATHERING, INTERPRETING, AND USING EVIDENCE</b>		
1. Define and frame questions about events and the world in which we live, form hypotheses as potential answers to these questions, use evidence to answer these questions, and consider and analyze counter-hypotheses.	<b>Origins CO5 and 1750 CO5:</b> Apply historical thinking practices, such as causation, continuity and change over time, sourcing, claim testing, and contextualization, to more fully understand and evaluate the historical narrative.	<b>Origins E2 and 1750 U2:</b> Claim Testing - Authority <b>Origins E3 and 1750 U3:</b> Claim Testing - Evidence <b>Origins E4:</b> Claim Testing - The Muslim World <b>1750 U4:</b> Claim Testing - Social Class and Gender <b>Origins E6 and 1750 U5:</b> Claim Testing - Imperialism <b>Origins E7 and 1750 U7:</b> Claim Testing - Global Conflict <b>Origins E7 and 1750 U9:</b> Claim Testing - Globalization <b>Origins E7 and 1750 U8:</b> Cold War Crisis <b>Origins E7 and 1750 U7:</b> Human Rights and Asylum Debate <b>Origins (all eras) and 1750 (all units):</b> DBQs and LEQs (forthcoming)
2. Identify, describe, and evaluate evidence about events from diverse sources (including written documents, works of art, photographs, charts and graphs, artifacts, oral traditions, and other primary and secondary sources).	<b>Origins CO3 and 1750 CO3:</b> Use primary and secondary sources from multiple perspectives of gender, race, and socio-economic status or hierarchies to gain a deeper understanding of human history.	<b>Origins E1:</b> "Era 1 Overview - History of Many Shapes and Sizes" <b>Origins E2:</b> "Art of the Paleolithic"; The Importance of Art as a Historical Evidence; When Did Humans Get to the Americas? Comparison - Archaeological Sites <b>Origins E3:</b> Claim Testing - Evidence; Mapping Regional Trade Networks; Causation - Population Growth; CCOT - Empires; Sourcing - "The Deeds of the Divine Augustus" <b>Origins E4:</b> Causation - Autopsy of an Empire; Claim Testing - The Muslim World; "The 'Dark Ages' Debate"; "Was There Ever a 'Dark Age'?" <b>Origins E5:</b> "Sources of Mongol History"; Sourcing - Spanish Conquest of the Aztec Empire; "First Person Accounts: The Transatlantic Slave Trade"; CCOT - Africa and the Americas; "Slavery and Capitalism?" <b>Origins E6:</b> Causation - Recipe for a Revolution; Sourcing - Differing Perspectives on Imperialism; Imperialism Cartoons; CCOT - The Long Nineteenth Century; Contextualization - Child Labor <b>Origins E7:</b> CCOT - Era Comparisons; Claim Testing - Global Conflict; Who Is "Winning" the Cold War?; Simulation - Cold War Crisis; Comparison - Rights Documents <b>1750 U1:</b> Europe and China in 1750 (Primary Source Collection); The World in 1750 (Primary Source Collection) <b>1750 U4:</b> Unit 4: Sourcing – Why Was Slavery Abolished?
3. Analyze evidence in terms of content, authorship, point of view, bias, purpose, format, and audience.	<b>Origins CO3 and 1750 CO3:</b> Use primary and secondary sources from multiple perspectives of gender, race, and socioeconomic status, or hierarchies, to gain a deeper understanding of human history. <b>Origins CO5 and 1750 CO5:</b> Apply historical thinking practices, such as causation, continuity and change over time, sourcing, claim testing, and contextualization, to more fully understand and evaluate the historical narrative.	<b>Origins E3:</b> Sourcing - "The Deeds of the Divine Augustus" <b>Origins E4:</b> Sourcing - Emperor Hongwu's Edict <b>Origins E5:</b> "Sources of Mongol History"; Sourcing - Spanish Conquest of the Aztec Empire <b>Origins E6:</b> Sourcing - Differing Perspectives on Imperialism <b>1750 U1:</b> "Primary Sources: Europe and China in 1750"; "Primary Sources: The World In 1750" <b>1750 U2:</b> Sourcing – The Inoculation Debate <b>1750 U3:</b> "Industrial Revolution Primary Sources" <b>1750 U4:</b> Sourcing – Why Was Slavery Abolished? <b>1750 U5:</b> Sourcing - Differing Perspectives on Imperialism <b>1750 U7:</b> "Primary Sources of Internationalism" <b>1750 U8:</b> Sourcing - Who Started the Cold War?
4. Describe, analyze, and evaluate arguments of others.	<b>Origins CO5 and 1750 CO5:</b> Use historical thinking practices, such as causation, continuity and change over time, sourcing, claim testing, and contextualization, to more fully understand and evaluate the historical narrative.	<b>Origins E2 and 1750 U2:</b> Claim Testing - Authority <b>Origins E3 and 1750 U3:</b> Claim Testing - Evidence <b>Origins E4:</b> Claim Testing - The Muslim World <b>1750 U4:</b> Claim Testing - Social Class and Gender <b>Origins E6 and 1750 U5:</b> Claim Testing - Imperialism <b>Origins E7 and 1750 U7:</b> Claim Testing - Global Conflict <b>Origins E7 and 1750 U9:</b> Claim Testing - Globalization <b>Origins E7 and 1750 U8:</b> Cold War Crisis <b>Origins E7 and 1750 U7:</b> Human Rights and Asylum Debate <b>Origins (all eras) and 1750 (all units):</b> Three Close Reads; DBQs and LEQs (forthcoming)
5. Make inferences and draw conclusions from evidence.	<b>Origins CO5 and 1750 CO5:</b> Use historical thinking practices, such as causation, continuity and change over time, sourcing, claim testing, and contextualization, to more fully understand and evaluate the historical narrative.	<b>Origins E3:</b> Sourcing - "The Deeds of the Divine Augustus"; Jenne-Jen <b>Origins E4:</b> Sourcing - Emperor Hongwu's Edict <b>Origins E5:</b> "Sources of Mongol History"; Sourcing - Spanish Conquest of the Aztec Empire <b>Origins E6:</b> Sourcing - Differing Perspectives on Imperialism <b>1750 U1:</b> "Primary Sources: Europe and China in 1750"; "Primary Sources: The World In 1750" <b>1750 U2:</b> Sourcing – The Inoculation Debate <b>1750 U3:</b> "Industrial Revolution Primary Sources" <b>1750 U4:</b> Sourcing – Why Was Slavery Abolished? <b>1750 U5:</b> Gentlemen of the Jungle; Sourcing - Differing Perspectives on Imperialism <b>1750 U7:</b> "Primary Sources of Internationalism" <b>1750 U8:</b> Sourcing - Who Started the Cold War <b>Origins E3 and 1750 U3:</b> Claim Testing - Evidence <b>Origins E4:</b> Claim Testing - The Muslim World <b>1750 U4:</b> Claim Testing - Social Class and Gender <b>Origins E6 and 1750 U5:</b> Claim Testing - Imperialism <b>Origins E7 and 1750 U7:</b> Claim Testing - Global Conflict <b>Origins E7 and 1750 U9:</b> Claim Testing - Globalization <b>Origins E7 and 1750 U8:</b> Cold War Crisis <b>Origins (all eras) and 1750 (all units):</b> Three Close Reads; DBQs and LEQs (forthcoming)

6. Deconstruct and construct plausible and persuasive arguments, using evidence.	<b>Origins CO2 and 1750 CO2:</b> Apply the evidence from sources using multiple perspectives and scales to evaluate (support, extend, or challenge) different narratives <b>Origins CO5 and 1750 CO5:</b> Use historical thinking practices, such as causation, continuity and change over time, sourcing, claim testing, and contextualization, to more fully understand and evaluate the historical narrative.	<b>Origins E2:</b> When Did Humans Get to the Americas?; Comparison - Archaeological Sites; Why Does Language Matter? <b>Origins E4:</b> Naming This Time Period; Claim Testing - The Muslim World <b>Origins E6:</b> Claim Testing - Imperialism (also in 1750 U5); Imperialism Cartoons (also in 1750 U5) <b>Origins E7:</b> Cold War Crisis (also in 1750 U8); Who Is "Winning" the Cold War (also in 1750 U8); Human Rights and Asylum Debate (also in 1750 U7); Claim Testing - Global Conflict (also in 1750 U7); Claim Testing - Globalization (also in 1750 U9) <b>1750 U2:</b> Revolutionary Women; Claim Testing - Evidence <b>1750 U4:</b> Claim Testing - Social Class and Gender <b>Origins (all eras) and 1750 (all units):</b> DBQs and LEQs (forthcoming)
7. Create meaningful and persuasive understandings of the past by fusing disparate and relevant evidence from primary and secondary sources and drawing connections to the present.	<b>Origins CO3 and 1750 CO3:</b> Use primary and secondary sources from multiple perspectives of gender, race, and socio-economic status or hierarchies to gain a deeper understanding of human history.	<b>Origins (all eras) and 1750 (all units):</b> DBQs and LEQs (forthcoming)
<b>CHRONOLOGICAL REASONING AND CAUSATION</b>		
1. Articulate how events are related chronologically to one another in time and explain the ways in which earlier ideas and events may influence subsequent ideas and events.	<b>Origins CO5 and 1750 CO5:</b> Apply historical thinking practices, such as causation, continuity and change over time, sourcing, claim testing, and contextualization, to more fully understand and evaluate the historical narrative.	<b>Origins E6 and 1750 U2:</b> Revolutionary Women <b>Origins E7 and 1750 U8:</b> Who Is "Winning" the Cold War? <b>Origins E3:</b> Contextualization - Agrarian Societies <b>1750 U3:</b> Contextualization - How Was Industrialization Possible? <b>Origins E4:</b> Contextualization - Mansa Musa <b>1750 U4:</b> Contextualization- Child Labor <b>Origins E5:</b> Contextualization - Pastoral Empires: Mongols and Comanches <b>1750 U5:</b> Contextualization - Opium Wars <b>Origins E6:</b> Contextualization - Child Labor <b>1750 U7:</b> Contextualization - The Great Depression
2. Identify causes and effects using examples from different time periods and courses of study across several grade levels.	<b>Origins CO5 and 1750 CO5:</b> Apply historical thinking practices, such as causation, continuity and change over time, sourcing, claim testing, and contextualization, to more fully understand and evaluate the historical narrative.	<b>Origins E2:</b> Causation - From Foraging to Complex Societies <b>Origins E3:</b> Causation - Population Growth <b>Origins E4:</b> Causation - Autopsy of an Empire <b>Origins E6:</b> Causation - Recipe for a Revolution <b>1750 U2:</b> Causation - Revolutions; Causation - Recipe for a Revolution <b>1750 U3:</b> Causation - Industrialization to Migration; Urbanization Game <b>1750 U5:</b> Causation - Indian Uprising <b>1750 U7:</b> Causation – WWII
3. Identify, analyze, and evaluate the relationship between multiple causes and effects	<b>Origins CO5 and 1750 CO5:</b> Apply historical thinking practices, such as causation, continuity and change over time, sourcing, claim testing, and contextualization, to more fully understand and evaluate the historical narrative.	<b>Origins E2:</b> Causation - From Foraging to Complex Societies <b>Origins E3:</b> Causation - Population Growth <b>Origins E4:</b> Causation - Autopsy of an Empire <b>Origins E6:</b> Causation - Recipe for a Revolution <b>1750 U2:</b> Causation - Revolutions; Causation - Recipe for a Revolution <b>1750 U3:</b> Causation - Industrialization to Migration; Urbanization Game <b>1750 U5:</b> Causation - Indian Uprising <b>1750 U7:</b> Causation – WWII
4. Distinguish between long-term and immediate causes and multiple effects (time, continuity, and change).	<b>Origins CO5 and 1750 CO5:</b> Apply historical thinking practices, such as causation, continuity and change over time, sourcing, claim testing, and contextualization, to more fully understand and evaluate the historical narrative.	<b>Origins E2:</b> Causation - From Foraging to Complex Societies <b>Origins E3:</b> Causation - Population Growth; CCOT - Empires <b>Origins E4:</b> Causation - Autopsy of an Empire; CCOT - Regional Webs <b>Origins E5:</b> CCOT - The First Global Age; CCOT - Africa and the Americas <b>Origins E6:</b> Causation - Recipe for a Revolution; CCOT - The Long Nineteenth Century <b>Origins E7:</b> CCOT - Era Comparisons <b>1750 U2:</b> Causation - Revolutions; Causation - Recipe for a Revolution <b>1750 U3:</b> Causation - Industrialization to Migration; Urbanization Game; CCOT - Revolutions to Industrialization <b>1750 U5:</b> Causation - Indian Uprising; CCOT - Transformations to Responses <b>1750 U6:</b> CCOT - Imperialism to Colonialism to WWI <b>1750 U7:</b> Causation – WWII <b>1750 U8:</b> CCOT - WWII to Cold War <b>1750 U9:</b> CCOT - Unit Comparisons
5. Recognize, analyze, and evaluate dynamics of historical continuity and change over periods of time and investigate factors that caused those changes over time.	<b>Origins CO5 and 1750 CO5:</b> Apply historical thinking practices, such as causation, continuity and change over time, sourcing, claim testing, and contextualization, to more fully understand and evaluate the historical narrative.	<b>Origins E3:</b> CCOT - Empires <b>Origins E4:</b> CCOT - Regional Webs <b>Origins E5:</b> CCOT - The First Global Age; CCOT - Africa and the Americas <b>Origins E6:</b> CCOT - The Long Nineteenth Century <b>Origins E7:</b> CCOT - Era Comparisons <b>1750 U3:</b> CCOT - Revolutions to Industrialization <b>1750 U5:</b> CCOT - Transformations to Responses <b>1750 U6:</b> CCOT - Imperialism to Colonialism to WWI <b>1750 U8:</b> CCOT - WWII to Cold War <b>1750 U9:</b> CCOT - Unit Comparisons
6. Recognize that choice of specific periodizations favors or advantages one narrative, region, or group over another narrative, region, or group.	<b>Origins CO1 and 1750 CO1:</b> Understand that history is a narrative, or a combination of narratives, shaped by the sources and perspectives you use to tell that story. <b>Origins CO2 and 1750 CO2:</b> Apply the evidence from sources using multiple perspectives and scales to evaluate (support, extend, or challenge) different narratives.	<b>Origins E1 and 1750 U1:</b> <i>What Makes History Usable; The Danger of a Single Story; Era 1 Overview Video</i> ; "Era 1 Overview: History of Many Shapes and Sizes"; <i>Frame Concept; Communities Frame Introduction; Networks Frame Introduction; Production and Distribution Frame Introduction</i> ; Draw the Frames <b>1750 U1:</b> "The Rise of the West?" <b>Origins E2 and 1750 U2:</b> <i>Frames in Era/Unit 2</i> <b>Origins E2:</b> The Chronometric Revolution <b>Origins E3 and 1750 U3:</b> <i>Frames in Era/Unit 3</i> <b>Origins E4 and 1750 U4:</b> <i>Frames in Era/Unit 4</i> <b>Origins E5 and 1750 U5:</b> <i>Frames in Era/Unit 5</i> <b>Origins E6 and 1750 U6:</b> <i>Frames in Era/Unit 6</i> <b>Origins E7 and 1750 U7:</b> <i>Frames in Era/Unit 7</i> <b>1750 U8:</b> <i>Frames in Unit 8</i> <b>1750 U9:</b> <i>Frames in Unit 9</i>

7. Relate patterns of continuity and change to larger historical processes and themes.	<b>Origins CO5 and 1750 CO5:</b> Apply historical thinking practices, such as causation, continuity and change over time, sourcing, claim testing, and contextualization, to more fully understand and evaluate the historical narrative.	<b>Origins E3:</b> CCOT - Empires <b>Origins E4:</b> CCOT - Regional Webs <b>Origins E5:</b> CCOT - The First Global Age; CCOT - Africa and the America <b>Origins E6:</b> CCOT - The Long Nineteenth Century <b>Origins E7:</b> CCOT - Era Comparisons <b>1750 U3:</b> CCOT - Revolutions to Industrialization <b>1750 U5:</b> CCOT - Transformations to Responses <b>1750 U6:</b> CCOT - Imperialism to Colonialism to WWI <b>1750 U8:</b> CCOT - WWII to Cold War <b>1750 U9:</b> CCOT - Unit Comparisons
8. Describe, analyze, evaluate, and construct models of historical periodization that historians use to categorize events.	<b>Origins CO5 and 1750 CO5:</b> Apply historical thinking practices, such as causation, continuity and change over time, sourcing, claim testing, and contextualization, to more fully understand and evaluate the historical narrative.	<b>Origins E3:</b> Contextualization - Agrarian Societies <b>1750 U3:</b> Contextualization - How Was Industrialization Possible? <b>Origins E4:</b> Contextualization - Mansa Musa <b>1750 U4:</b> Contextualization-Child Labor <b>Origins E5:</b> Contextualization - Pastoral Empires: Mongols and Comanches <b>1750 U5:</b> Contextualization - Opium Wars <b>Origins E6:</b> Contextualization - Child Labor <b>1750 U7:</b> Contextualization - The Great Depression
<b>COMPARISON AND CONTEXTUALIZATION</b>		
1. Identify similarities and differences between geographic regions across historical time periods, and relate differences in geography to different historical events and outcomes.	<b>Origins CO5 and 1750 CO5:</b> Apply historical thinking practices, such as causation, continuity and change over time, sourcing, claim testing, and contextualization, to more fully understand and evaluate the historical narrative.	<b>Origins E1 and 1750 U1:</b> Comparison - Life in 1750 and Today <b>Origins E2:</b> Comparison - Archaeological Sites <b>Origins E3:</b> Comparison - Belief Systems <b>Origins E4:</b> Comparison - Women <b>Origins E6:</b> Comparison - Egypt and Japan <b>Origins E7:</b> Comparison - Decolonizing Women; Comparison - Rights Documents <b>1750 U3:</b> Comparison - Egypt and Japan; Urbanization Game <b>1750 U4:</b> Comparison - Women's Suffrage <b>1750 U6:</b> Comparison - Russian Revolution and ? <b>1750 U8:</b> Comparison - Decolonizing Women <b>1750 U9:</b> Comparison - Rights Documents
2. Identify, compare, and evaluate multiple perspectives on a given historical experience.	<b>Origins CO3 and 1750 CO3:</b> Interpret human history as both a shared experience and leading to great differentiations, partly by analyzing primary and secondary sources from multiple perspectives of gender, race, and socio-economic status or hierarchies.	<b>Origins E2:</b> "The Transition to Farming: Differing Perspectives" <b>Origins E3:</b> Jenne-Jeno; <i>Comparative Roles of Women in Rome and Han China</i> <b>Origins E4:</b> "The 'Dark Ages' Debate" <b>Origins E5:</b> Contextualization - Pastoral Empires: Mongols and Comanches; "Slavery and Capitalism?" <b>Origins E6:</b> Sourcing - Differing Perspectives on Imperialism; "Why Was Slavery Abolished? Three Theories" <b>1750 U1:</b> "Primary Sources: Europe and China 1750"; "Primary Sources: The World in 1750" <b>1750 U2:</b> Sourcing - The Inoculation Debate <b>1750 U3:</b> "Industrial Revolution Primary Sources" <b>1750 U4:</b> "Why Was Slavery Abolished? Three Theories"; Sourcing - Why Was Slavery Abolished? <b>1750 U5:</b> "1857 Indian Uprising"; Sourcing - Differing Perspectives on Imperialism; Imperialism Cartoons <b>1750 U6:</b> "What Caused the First World War?"; "World War I: A Total War?" <b>1750 U8:</b> Sourcing - Who Started the Cold War? <b>1750 U9:</b> "Is the World Flat or Spiky?"
3. Identify and compare similarities and differences between historical developments over time and in different geographical and cultural contexts.	<b>Origins CO4 and 1750 CO4:</b> Analyze the narrative of history from a variety of frames: communities, networks, and production and distribution.	<b>Origins E1 and 1750 U1:</b> Comparison - Life in 1750 and Today <b>Origins E2:</b> Comparison - Archaeological Sites <b>Origins E3:</b> Comparison - Belief Systems <b>Origins E4:</b> Comparison - Women <b>Origins E6:</b> Comparison - Egypt and Japan <b>Origins E7:</b> Comparison - Decolonizing Women; Comparison - Rights Documents <b>1750 U3:</b> Comparison - Egypt and Japan; Urbanization Game <b>1750 U4:</b> Comparison - Women's Suffrage <b>1750 U6:</b> Comparison - Russian Revolution and ? <b>1750 U8:</b> Comparison - Decolonizing Women <b>1750 U9:</b> Comparison - Rights Documents
4. Describe, compare, and evaluate multiple historical developments (within societies; across and between societies; in various chronological and geographical contexts).	<b>Origins CO4 and 1750 CO4:</b> Analyze the narrative of history from a variety of frames: communities, networks, and production and distribution.	<b>Origins E1 and 1750 U1:</b> <i>What Makes History Usable; The Danger of a Single Story; Era 1 Overview Video</i> ; "Era 1 Overview: History of Many Shapes and Sizes"; <i>Frame Concept; Communities Frame Introduction; Networks Frame Introduction; Production and Distribution Frame Introduction</i> ; Draw the Frames <b>1750 U1:</b> "The Rise of the West?" <b>Origins E2:</b> Comparison - Archaeological Sites; When Did Humans Get to the Americas?; Causation - From Foraging to Complex Societies <b>1750 U3:</b> Urbanization Game; "The Industrial Revolution"; "Scale of the Industrial Revolution"; "Japan's Industrial Revolution"; "Egypt's Industrial Revolution" <b>1750 U4:</b> "Responses to Industrialization" <b>1750 U7:</b> "Fascism in Germany"; "Fascism in Italy"; "Communism in the Soviet Union"; "Authoritarianism in Japan" <b>1750 U8:</b> "Cold War Around the World"
5. Recognize the relationship between geography, economics, and history as a context for events and movements and as a matrix of time and place.	<b>Origins CO5 and 1750 CO5:</b> Apply historical thinking practices, such as causation, continuity and change over time, sourcing, claim testing, and contextualization, to more fully understand and evaluate the historical narrative.	<b>Origins E3:</b> Contextualization - Agrarian Societies <b>1750 U3:</b> Contextualization - How Was Industrialization Possible? <b>Origins E4:</b> Contextualization - Mansa Musa <b>1750 U4:</b> Contextualization-Child Labor <b>Origins E5:</b> Contextualization - Pastoral Empires: Mongols and Comanches <b>1750 U5:</b> Contextualization - Opium Wars <b>Origins E6:</b> Contextualization - Child Labor <b>1750 U7:</b> Contextualization - The Great Depression

<p>6. Connect historical developments to specific circumstances of time and place and to broader regional, national, or global processes and draw connections to the present (where appropriate).</p>	<p><b>Origins CO5 and 1750 CO5:</b> Apply historical thinking practices, such as causation, continuity and change over time, sourcing, claim testing, and contextualization, to more fully understand and evaluate the historical narrative.</p>	<p><b>Origins E3:</b> Contextualization - Agrarian Societies <b>1750 U3:</b> Contextualization - How Was Industrialization Possible? <b>Origins E4:</b> Contextualization - Mansa Musa <b>1750 U4:</b> Contextualization- Child Labor <b>Origins E5:</b> Contextualization - Pastoral Empires: Mongols and Comanches <b>1750 U5:</b> Contextualization - Opium Wars <b>Origins E6:</b> Contextualization - Child Labor <b>1750 U7:</b> Contextualization - The Great Depression</p>
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New York Standards WHP Objectives Crosswalk  
9th and 10th Grade - Social Studies Practices

NEW YORK 9th/10th GRADE SOCIAL STUDIES STANDARDS	WORLD HISTORY PROJECT COURSE OBJECTIVES (CO); LEARNING OBJECTIVES (1750 COURSE=U#-#; ORIGINS COURSE= E#-#; U.#-#/E.#-#=LEARNING OBJECTIVES IN SUBUNITS)	RELEVANT WHP LESSONS, ACTIVITIES, AND RESOURCES THAT SUPPORT NEW YORK SKILLS AND STANDARDS
<b>GEOGRAPHIC REASONING</b>		
1. Ask geographic questions about where places are located, why their locations are important, and how their locations are related to the locations of other places and people.	<b>Origins and 1750 CO5:</b> Apply historical thinking practices, such as causation, continuity and change over time, sourcing, claim testing, and contextualization, to more fully understand and evaluate the historical narrative. <b>Origins E1 Problem Question:</b> How might physical, geographic, and biological contexts impact human lives and history? <b>1750 U3 Problem Question:</b> What was the impact of the industrial revolution, and how was this impact experienced differently based on such factors as class, gender, racial identities, and geographic location?	<b>Origins E3:</b> Mapping Regional Trade Networks; Contextualization - Agrarian Societies <b>Origins E5:</b> Different Perspectives - Mapping the World; <b>1750 U3:</b> Contextualization - How Was Industrialization Possible? <b>NOTE:</b> Geography activities will be part of all .0 lessons in Origins and 1750 (forthcoming)
2. Identify, describe, and evaluate the relationships between people, places, regions, and environments by using geographic tools to place them in a spatial context.	<b>Origins CO5 and 1750 CO5:</b> Apply historical thinking practices, such as causation, continuity and change over time, sourcing, claim testing, and contextualization, to more fully understand and evaluate the historical narrative.	<b>Origins E3:</b> Mapping Regional Trade Networks; Contextualization - Agrarian Societies <b>Origins E5:</b> Different Perspectives - Mapping the World <b>1750 U3:</b> Contextualization - How Was Industrialization Possible? <b>NOTE:</b> Geography activities will be part of all .0 lessons in Origins and 1750 (forthcoming)
3. Identify, analyze, and evaluate the relationship between the environment and human activities, how the physical environment is modified by human activities, and how human activities are also influenced by Earth's physical features and processes.	<b>Origins CO5 and 1750 CO4:</b> Analyze the narrative of history from a variety of frames: communities, networks, and production and distribution. <b>Origins E.4-5 and 1750 9.1-2:</b> Assess how globalization both positively and negatively affects human communities, networks, and production and distribution.	<b>1750 U3:</b> The Urbanization Game <b>Origins E7 and 1750 U6:</b> World War I: A Total War? <b>Origins E7 and 1750 U9:</b> "The Trouble with Globalization"; "Is the World Flat or Spiky?"; <i>Indigenous Americans and Globalization</i> ; Unit 9 Problem Notebook; UN Sustainable Development Goals; "Population Explosion and Environmental Trends: 1880 to the Present"; <i>Green Revolution</i> ; <i>Drought and Famine: CCWH</i> ; <i>Humans and Energy: CCWH</i> ; "Environmentalism"
4. Recognize and interpret (at different scales) the relationships between patterns and processes.	<b>Origins CO5 and 1750 CO5:</b> Apply historical thinking practices, such as causation, continuity and change over time, sourcing, claim testing, and contextualization, to more fully understand and evaluate the historical narrative.	<b>Origins E1 and 1750 U1:</b> Comparison - Life in 1750 and Today <b>Origins E2:</b> Comparison - Archaeological Sites <b>Origins E3:</b> Comparison - Belief Systems <b>Origins E4:</b> Comparison - Women <b>Origins E6:</b> Comparison - Egypt and Japan <b>Origins E7:</b> Comparison - Decolonizing Women <b>1750 U3:</b> Comparison - Egypt and Japan <b>1750 U4:</b> Comparison - Women's Suffrage <b>1750 U6:</b> Comparison - Russian Revolution and ? <b>1750 U8:</b> Comparison - Decolonizing Women <b>1750 U9:</b> Comparison - Rights Documents
5. Recognize and analyze how place and region influence the social, cultural, and economic characteristics of civilizations.	<b>Origins CO5 and 1750 CO4:</b> Analyze the narrative of history from a variety of frames: communities, networks, and production and distribution.	<b>Origins E2:</b> <i>The Agricultural Revolution: CCWH</i> ; "The First Farmers in Africa, the Cradle of Humanity" <b>Origins E3:</b> "Pastoralist, Nomads, and Foragers"; Mapping Regional Trade Networks; "Phoenicians: Masters of the Sea"; <i>The Silk Road and Ancient Trade: CCWH</i> "Growth of Cities" <b>Origins E4:</b> "Networks and Exchange in the Islamic World"; "The Spread of Farming in Sub-Saharan Africa: Bantu Migrations"; "The Silk Road" <b>Origins E5:</b> "Archipelago of Trade"; "New World Webs: Diversity and Exchange in the Americas"; Our Interconnected World <b>1750 U3:</b> The Urbanization Game <b>1750 U9:</b> <i>Indigenous Americans and Globalization</i> ; <i>Green Revolution</i> ; <i>Drought and Famine: CCWH</i> ; <i>Humans and Energy: CCWH</i>
6. Characterize and analyze changing connections between places and regions.	<b>Origins CO5 and 1750 CO5:</b> Apply historical thinking practices, such as causation, continuity and change over time, sourcing, claim testing, and contextualization, to more fully understand and evaluate the historical narrative.	<b>Origins E3:</b> CCOT - Empires <b>Origins E4:</b> CCOT - Regional Webs <b>Origins E5:</b> CCOT - The First Global Age; CCOT - Africa and the Americas <b>Origins E6:</b> CCOT - The Long Nineteenth Century <b>Origins E7:</b> CCOT - Era Comparisons <b>1750 U2:</b> "The Atlantic Revolutions" <b>1750 U3:</b> CCOT - Revolutions to Industrialization <b>1750 U5:</b> CCOT - Transformations to Responses <b>1750 U6:</b> CCOT – Imperialism and Colonialism to World War I <b>1750 U7:</b> "Global Great Depression" <b>1750 U8:</b> CCOT - WWII to Cold War <b>1750 U9:</b> CCOT - Unit Comparison
<b>ECONOMICS AND ECONOMIC SYSTEMS</b>		
1. Use marginal benefits and marginal costs to construct an argument for or against an approach or solution to an economic issue.		

2. Analyze the ways in which incentives influence what is produced and distributed in a market system.	<b>Origins CO4 and 1750 CO4:</b> Analyze the narrative of history from a variety of frames: communities, networks, and production and distribution.	<b>Origins E1: Production and Distribution Frame Introduction</b> <b>Origins E5:</b> "Crops that Grew the World"; "The Columbian Exchange" <b>Origins E6:</b> Industrialization (multiple assets in this era) <b>1750 U1: Production and Distribution Frame Introduction;</b> "Global Production and Distribution in 1750" <b>1750 U3:</b> Industrialization (multiple assets in this unit) <b>1750 U4:</b> "Overview of New Economic Systems 1750"
3. Evaluate the extent to which competition between sellers and between buyers exists in specific markets.	<b>Origins CO4 and 1750 CO4:</b> Analyze the narrative of history from a variety of frames: communities, networks, production and distribution, and population.	<b>Origins E3:</b> <i>The Silk Road and Ancient Trade: CCWH</i> ;"Phoenicians: Masters of the Sea" <b>Origins E4:</b> <i>Rebuilding the Silk Road</i> ; "The Silk Road"; Silk Road Simulation; <i>International Commerce, Snorkeling Camels, and the Indian Oceans Trade: CCWH</i> <b>Origins E5:</b> "Archipelago of Trade"; "New World Webs: Diversity and Exchange in the Americas"; "Trade Networks and the Black Death" <i>The Columbian Exchange: CCWH</i> ; "The Transatlantic Slave Trade"; <i>The Spanish Empire, Silver, and Runaway Inflation: CCWH; Capitalism and the Dutch East India Company: CCW</i> <b>Origins E6 and 1750 U4:</b> "The Industrial Revolution"; <i>The Railroad Journey and the Industrial Revolution: CCWH</i> ; "Industrial Imperialism, the 'New' Imperialism"; "The Rise of the Proletariat"; Economic Systems Simulation <i>Capitalism and Socialism: CCWH</i> ; "Child Labor" <b>Origins E7 and 1750 U8 and U9:</b> "Capitalism and World War I"; "Global Great Depression"; Hyperinflation; "Economics and the Second World War" <b>1750 U1:</b> "Global Production and Distribution 1750" <b>1750 U2:</b> "Economic and Material Causes of Revolt" <b>1750 U3:</b> <i>Coal, Steam, and the Industrial Revolution: CCWH</i> <b>1750 U4:</b> "Overview of New Economic Systems"
4. Describe concepts of property rights and rule of law as they apply to a market economy.	<b>Origins E6-2 and 1750 U3-1:</b> Understand and evaluate the economic and technological changes that led to the Industrial Revolution and analyze how the Industrial Revolution created significant changes in human communities, networks, production and distribution, as well as its impact on the environment.	<b>Origins E6 and 1750 U2, U4, and U5:</b> "The Enlightenment"; Causation - Recipe for a Revolution; "Slavery and Capitalism"; Gentlemen of the Jungle
5. Use economic indicators to analyze the current and future state of the economy.	<b>Origins CO5 and 1750 CO5:</b> Apply historical thinking practices, such as causation, continuity and change over time, sourcing, claim testing, and contextualization, to more fully understand and evaluate the historical narrative.	<b>Origins E7:</b> CCOT – Era Comparisons <b>1750 U9:</b> Unit 9: Globalization, Internationalism, and Nationalism; Dollar Street Project; "Rise of China"; "Following Goods Across the World"
6. Analyze government economic policies and the effects on the national and global economy.	<b>Origins CO4 and 1750 CO4:</b> Analyze the narrative of history from a variety of frames: communities, networks, and production and distribution.	<b>Origins E6 and 1750 U7:</b> Global Great Depression <b>Origins E7 and 1750 U9:</b> "International Institutions"; UN Sustainable Development Goals
<b>CIVIC PARTICIPATION</b>		
1. Demonstrate respect for the rights of others in discussions and classroom debates; respectfully disagree with other viewpoints and provide evidence for a counter-argument.	<b>Origins CO1 and 1750 CO1:</b> Understand that history is a narrative, or a combination of narratives, shaped by the sources and perspectives you use to tell that story.	<b>Origins E7 and 1750 U6 and U7:</b> Claim Testing, "Stake Your Claim" activities found throughout both courses; Sadler Report; World War I Peace Talks; Cold War Crisis; Who is "Winning" the Cold War?; Human Rights and Asylum Debate
2. Participate in activities that focus on a classroom, school, community, state, or national issue or problem.	<b>Origins CO1 and 1750 CO1:</b> Understand that history is a narrative, or a combination of narratives, shaped by the sources and perspectives you use to tell that story.	<b>Origins E7 and 1750 U2 and U9:</b> Who Am I?; Responsibility and Compassion; Human Rights and Asylum Debate; UN Sustainable Development Goals
3. Explain differing philosophies of social and political participation and the role of the individual leading to group-driven philosophies.	<b>Origins CO4 and 1750 CO4:</b> Analyze the narrative of history from a variety of frames: communities, networks, and production and distribution.	<b>Origins E7 and 1750 U7-U9:</b> "Fascist Histories, Part II: Exercising Authoritarianism"; "Fascism in Germany"; "Fascism in Italy"; "And then Gandhi Came: Nationalism, Revolution, and Sovereignty"; <i>Nonviolence and Peace Movements: CCWH</i>
4. Identify, describe, and contrast the roles of the individual in opportunities for social and political participation in different societies.	<b>Origins CO4 and 1750 CO4:</b> Analyze the narrative of history from a variety of frames: communities, networks, and production and distribution.	<b>Origins E7 and 1750 U7-U9:</b> "Fascist Histories, Part II: Exercising Authoritarianism"; "Fascism in Germany"; "Fascism in Italy"; "And then Gandhi Came: Nationalism, Revolution, and Sovereignty"; <i>Nonviolence and Peace Movements: CCWH</i>
5. Participate in persuading, debating, negotiating, and compromising in the resolution of conflicts and differences.	<b>Origins CO1 and 1750 CO1:</b> Understand that history is a narrative, or a combination of narratives, shaped by the sources and perspectives you use to tell that story.	<b>Origins E6 and 1750 U4:</b> Sadler Report <b>Origins E7 and 1750 U7:</b> Human Rights and Asylum Debate <b>1750 U6:</b> World War I Peace Talks <b>1750 U7:</b> Appeasement Simulation
6. Identify situations in which social actions are required and determine an appropriate course of action.	<b>Origins CO1 and 1750 CO1:</b> Understand that history is a narrative, or a combination of narratives, shaped by the sources and perspectives you use to tell that story.	<b>Origins E7 and 1750 U2 and U9:</b> Who Am I?; Responsibility and Compassion; Human Rights and Asylum Debate; UN Sustainable Development Goals
7. Work to influence those in positions of power to strive for extensions of freedom, social justice, and human rights.	<b>Origins CO1 and 1750 CO1:</b> Understand that history is a narrative, or a combination of narratives, shaped by the sources and perspectives you use to tell that story.	<b>Origins E7 and 1750 U2 and U7:</b> Who Am I?; Responsibility and Compassion; Human Rights and Asylum Debate; UN Sustainable Development Goals <b>Origins E7:</b> Comparison - Rights Documents
8. Fulfill social and political responsibilities associated with citizenship in a democratic society and interdependent global community by developing awareness of and/or engaging in the political process.	<b>Origins CO1 and 1750 CO1:</b> Understand that history is a narrative, or a combination of narratives, shaped by the sources and perspectives you use to tell that story.	<b>Origins E7 and 1750 U2 and U7:</b> Who Am I?; Responsibility and Compassion; Human Rights and Asylum Debate; UN Sustainable Development Goals <b>Origins E7:</b> Comparison - Rights Documents

New York Standards WHP Objectives Crosswalk  
9th Grade - Civilizations & Societies

NEW YORK 9th GRADE SOCIAL STUDIES STANDARDS	WORLD HISTORY PROJECT COURSE OBJECTIVES (CO) AND LEARNING OBJECTIVES (1750 COURSE=U-#; ORIGINS COURSE=E#-#; U.#-#/E.#-#)=LEARNING OBJECTIVES IN SUBUNITS) THAT SUPPORT NEW YORK SKILLS AND STANDARDS	RELEVANT WHP LESSONS, ACTIVITIES, AND RESOURCES THAT SUPPORT NEW YORK SKILLS AND STANDARDS
<b>THE FIRST CIVILIZATIONS</b>		
<b>9.1 DEVELOPMENT OF CIVILIZATION:</b> The development of agriculture enabled the rise of the first civilizations, located primarily along river valleys; these complex societies were influenced by		
<p><b>9.1a</b> The Paleolithic Era was characterized by non-sedentary hunting and gathering lifestyles, whereas the Neolithic Era was characterized by a turn to agriculture, herding, and semisedentary lifestyles.</p>	<p><b>Origins CO4:</b> Analyze the narrative of history from a variety of frames: communities, networks, production and distribution, and population. <b>Origins E2-4:</b> Evaluate, create and support arguments using historical evidence for why many early human communities made the switch from foraging to farming. <b>Origins E2-5:</b> Understand and evaluate the positive and negative aspects of different types of human communities and how foraging, pastoral, and farming communities interacted.</p>	<p><b>Origins E2:</b> <i>Era 2 Overview Video</i>; "Era 2 Overview – The Earliest Humans"; "Human Communities Populate the Earth"; "Art of the Paleolithic"; The Importance of Art as Historical Evidence; "The Chronometric Revolution"; When Did Humans Get to the Americas?; Foraging Simulation; Comparison - Archaeological Sites; "Paleolithic Culture and Common Human Experiences"; <i>Language Networks and Social Life</i>; Why Does Language Matter; <i>The Agricultural Revolution: CCWH</i>; "The First Farmers in Africa, the Cradle of Humanity"; Marketing 101 - Foraging or Farming; "The Transition to Farming: Differing Perspectives"; <i>Farming and the State</i>; Causation - From Foraging to Complex Societies</p>
<p><b>9.1b</b> Complex societies and civilizations adapted to and modified their environment to meet the needs of their population.</p>	<p><b>Origins E2-2:</b> Understand human migration patterns and evaluate how the Earth has shaped these patterns and how humans have impacted the Earth. <b>Origins E3-1:</b> Understand, evaluate, and analyze why certain human communities began to organize into more complex societies, states, and empires.</p>	<p><b>Origins E2:</b> <i>Farming and the State</i>; Causation - From Foraging to Complex Societies <b>Origins E3:</b> <i>Era 3 Overview Video</i>; "Era 3 Overview - Cities, Societies, and Empires"; "Village Networks"; "Pastoralist, Nomads, and Foragers"; "Phoenicians: Masters of the Sea"; "The Iron Age"; "Introduction to Agrarian Societies"; "Growth of Cities"; Contextualization - Agrarian Societies</p>
<p><b>9.1c</b> Complex societies and civilizations shared common characteristics of religion, job specialization, cities, government, language/writing systems, technology, and social hierarchy, and they made unique contributions.</p>	<p><b>Origins E3-1:</b> Understand, evaluate, and analyze why certain human communities began to organize into more complex societies, states, and empires.</p>	<p><b>Origins E3:</b> <i>Era 3 Overview Video</i>; "Era 3 Overview - Cities, Societies, and Empires"; "Village Networks"; "Phoenicians: Masters of the Sea"; "The Iron Age"; "Introduction to Agrarian Societies"; "Growth of Cities"; Contextualization - Agrarian Societies</p>
<b>9.2 BELIEF SYSTEMS: RISE AND IMPACT:</b> The emergence and spread of belief systems influenced and shaped the development of cultures, as well as their traditions and identities. Important		
<p><b>9.2a</b> Belief systems developed beliefs and practices to address questions of origin, the requirements to live a good life, and the nature of the afterlife.</p>	<p><b>Origins E3-3:</b> Explain and interpret the spread of shared belief systems and how these beliefs shaped the formation of societies.</p>	<p><b>Origins E3:</b> Belief vs. Religion; "Overview of Belief Systems"; "Confucianism"; "Daoism"; "Buddhism"; "Legalism"; "Judaism"; "Christianity"; "Hinduism"; "Islam"; <i>Christianity from Judaism to Constantine: CCWH</i>; <i>Islam, the Quran, and the Five Pillars Without a Flamewar: CCWH</i></p>
<p><b>9.2b</b> Belief systems were often used to unify groups of people, and affected social order and gender roles.</p>	<p><b>Origins E3-3:</b> Explain and interpret the spread of shared belief systems and how these beliefs shaped the formation of societies. <b>Origins E4-2:</b> Understand and analyze why networks of interaction both increased and decreased during this era. <b>Origins E4-4:</b> Understand the formation and spread of Islam and how this belief system influenced communities and networks</p>	<p><b>Origins E3:</b> "Overview of Belief Systems"; "Why Do Belief Systems Spread?: How China Made Buddhism Its Own"; Comparison - Belief Systems; "Syncretism"; <i>Cultural Syncretism in Central Asia</i>; "Women and Families in Classical Society"; <i>Comparative Roles of Women in Rome and Han China</i> <b>Origins E4:</b> "The Caliphate"; "Networks and Exchange in the Islamic World"; Claim Testing - The Muslim World; "Christendom"; "Christian Women in Medieval Europe"; "Women in Song China"</p>
<b>CLASSICAL SOCIETIES</b>		
<b>9.3 CLASSICAL CIVILIZATIONS: EXPANSION, ACHIEVEMENT, DECLINE:</b> Classical civilizations in Eurasia and Mesoamerica employed a variety of methods to expand and maintain control over		
<p><b>9.3a</b> Geographic factors encouraged and hindered a state's/empire's expansion and interactions.</p>	<p><b>Origins E3-2:</b> Analyze how trade networks expanded during this era. <b>Origins E4-2:</b> Understand and analyze why networks of interaction both increased and decreased during this era.</p>	<p><b>Origins E3:</b> "What is an Empire?"; "Authority and Control in Ancient Empires"; "The Rise of Empires: Akkadians and Assyrians"; Empire Building; "The Persian Empire"; "The Macedonian Empire"; "The Ptolemaic Dynasty"; "The Mauryan and Gupta Empires"; "The Zhou and Qin Empires"; "The Roman Empire"; "Introducing the Han Dynasty" <b>Origins E4:</b> "Empires Fall"; "The Fall of Rome"; "The Fall of the Han Dynasty"; <i>Collapse!</i>; Causation - Autopsy of an Empire; "The Caliphate"; "Networks and Exchange in the Islamic World"; Contextualization - Mansa Musa; "States and Empires of West Africa"; "Between the Han and the Tang: The Period of (Relative) Disunion in China";</p>
<p><b>9.3b</b> Empires used belief systems, systems of law, forms of government, military forces, and social hierarchies to consolidate and expand power.</p>	<p><b>Origins CO4:</b> Analyze the narrative of history from a variety of frames: communities, networks, production and distribution, and population. <b>Origins E3-3:</b> Explain and interpret the spread of shared belief systems and how these beliefs shaped the formation of societies. <b>Origins E4-1:</b> Evaluate and critique the historical narrative of the rise and fall of societies. <b>Origins E5-3:</b> Evaluate the development of new hierarchies based upon social class and race during this era.</p>	<p><b>Origins E3:</b> "Era 3 Overview - Cities, Societies, and Empires"; <i>Rethinking Civilization: CCWH</i>; "Introduction to Agrarian Societies"; What is an Empire?"; "Authority and Control in Ancient Empires"; "The Rise of Empires: Akkadians and Assyrians"; Empire Building; "The Persian Empire"; "The Macedonian Empire"; "The Ptolemaic Dynasty"; "The Mauryan and Gupta Empires"; "The Zhou and Qin Empires"; CCOT - Empires; "The Roman Empire"; "Introducing the Han Dynasty" <b>Origins E4:</b> "Empires Fall"; Causation - Autopsy of an Empire; "The Caliphate"; "Networks and Exchange in the Islamic World"; Contextualization - Mansa Musa; "States and Empires of West Africa"; "Between the Han and the Tang: The Period of (Relative) Disunion in China"; "Christendom"; <i>The Impact of the Crusades</i>; Comparison - Women; "Christian Women in Medieval Europe"; "Women in Song China"</p>
<p><b>9.3c</b> A period of peace, prosperity, and cultural achievements can be designated as a Golden Age.</p>	<p><b>Origins CO4:</b> Analyze the narrative of history from a variety of frames: communities, networks, production and distribution, and population. <b>Origins E4-1:</b> Evaluate and critique the historical narrative of the rise and fall of societies.</p>	<p><b>Origins E3:</b> <i>The Persians &amp; Greeks: CCWH</i>; "The Mauryan and Gupta Empires" <b>Origins E4:</b> "The Caliphate"; "Networks and Exchange in the Islamic World"; Claim Testing - The Muslim World; <i>Mansa Musa and Islam in Africa: CCWH</i>; "China Under the Tang and Ming"</p>

<p><b>9.3d</b> Political, socioeconomic, and environmental issues, external conflicts, and nomadic invasions led to the decline and fall of Classical empires.</p>	<p><b>Origins E4-1:</b> Evaluate and critique the historical narrative of the rise and fall of societies.</p>	<p><b>Origins E4:</b> "Era 4 Overview - Collapse and Restructuring"; "Empires Fall"; "The Fall of Rome"; "The Fall of the Han Dynasty"; "Cycles of Collapse in Mesoamerica"; <i>Collapse!</i>; Causation - Autopsy of an Empire; What Were the Dark Ages?; "The 'Dark Ages' Debate"; "Was There Ever a 'Dark Age'"; Naming This Period</p>
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New York Standards WHP Objectives Crosswalk  
9th Grade - Expanding Connections

NEW YORK 9th GRADE SOCIAL STUDIES STANDARDS	WORLD HISTORY PROJECT COURSE OBJECTIVES (CO) AND LEARNING OBJECTIVES (1750 COURSE=U#-#; ORIGINS COURSE=E#-#; U.#-#/E.#-#=LEARNING OBJECTIVES IN SUBUNITS) THAT SUPPORT NEW YORK SKILLS AND STANDARDS	RELEVANT WHP LESSONS, ACTIVITIES, AND RESOURCES THAT SUPPORT NEW YORK SKILLS AND STANDARDS
<b>AN AGE OF EXPANDING CONNECTIONS</b>		
<b>9.4 RISE OF TRANSREGIONAL TRADE NETWORKS:</b> During the classical and postclassical eras, transregional trade networks emerged and/or expanded. These networks of exchange influenced		
<b>9.4a</b> Afro-Eurasian transregional trade networks grew across land and bodies of water.	<b>Origins E4-2:</b> Understand and analyze why networks of interaction both increased and decreased during this era.	<b>Origins E4:</b> "Era 4 Overview - Collapse and Restructuring"; <i>Era 4 Overview Video</i> ; "Networks and Exchange in the Islamic World"; <i>Mansa Musa and Islam in Africa: CCWH; Rebuilding the Silk Road</i> ; "The Silk Road"; Silk Road Simulation; <i>Int'l Commerce, Snorkeling Camels, and The Indian Ocean Trade: CCWH; The Impact of the Crusades</i> <b>Origins E5:</b> "Era 5 Overview - The First Global Age"; <i>Era 5 Overview Video</i> ; "Archipelago of Trade"; "New World Webs: Diversity and Exchange in the Americas"; "Trade Networks and the Black Death"
<b>9.4b</b> New technologies facilitated and improved interregional travel during this era by allowing people to traverse previously prohibitive physical landscapes and waterways.	<b>Origins E4-3:</b> Evaluate how new innovations in technology and transportation affected trade networks and human communities.	<b>Origins E4:</b> "Era 4 Overview - Collapse and Restructuring"; <i>Era 4 Overview Video</i> ; "Networks and Exchange in the Islamic World"; <i>Mansa Musa and Islam in Africa: CCWH; Rebuilding the Silk Road</i> ; "The Silk Road"; Silk Road Simulation; <i>Int'l Commerce, Snorkeling Camels, and The Indian Ocean Trade: CCWH</i> <b>Origins E5:</b> "Era 5 Overview - The First Global Age"; <i>Era 5 Overview Video</i> ; "Archipelago of Trade"; "New World Webs: Diversity and Exchange in the Americas"
<b>9.4c</b> Interregional travelers, traders, missionaries, and nomads carried products and natural resources, and brought with them enslaved people and ideas that led to cultural diffusion.	<b>Origins E5-1:</b> Understand and evaluate the formation of regional and global networks of interaction	<b>Origins E4:</b> "Era 4 Overview - Collapse and Restructuring"; <i>Era 4 Overview Video</i> ; "Networks and Exchange in the Islamic World"; <i>Mansa Musa and Islam in Africa: CCWH; Rebuilding the Silk Road</i> ; "The Silk Road"; Silk Road Simulation; <i>Int'l Commerce, Snorkeling Camels, and The Indian Ocean Trade: CCWH</i> <b>Origins E5:</b> "Era 5 Overview - The First Global Age"; <i>Era 5 Overview Video</i> ; "Archipelago of Trade"; "New World Webs: Diversity and Exchange in the Americas"
<b>9.4d</b> Control of transregional trade and economic growth contributed to the emergence and expansion of political states.	<b>Origins CO4:</b> Analyze the narrative of history from a variety of frames: communities, networks, production and distribution, and population. <b>Origins E5-2:</b> Analyze how global interconnections impacted political systems, trade networks, and the biosphere/environment.	<b>Origins E4:</b> "The Caliphate"; "States and Empires of West Africa"; "The Spread of Farming in Sub-Saharan Africa: Bantu Migration"; "Christendom"; <i>Rebuilding the Silk Road</i> ; "The Silk Road"; Silk Road Simulation; <i>Int'l Commerce, Snorkeling Camels, and The Indian Ocean Trade: CCWH</i> <b>Origins E5:</b> <i>Wait for it...The Mongols: CCWH</i> ; "Sources of Mongol History"; <i>Comanche Empire; Ottoman, Safavid, and Mughal Empires</i> ; "Archipelago of Trade"; "New World Webs: Diversity and Exchange in the Americas"; <i>Aztec Empire; Inca Empire</i>
<b>9.5 POLITICAL POWERS AND ACHIEVEMENTS:</b> New power arrangements emerged across		
<b>9.5a</b> Following the fall of the Roman Empire, divergent societies emerged in Europe.	<b>Origins CO4:</b> Analyze the narrative of history from a variety of frames: communities, networks, production and distribution, and population.	<b>Origins E4:</b> "Era 4 Overview - Collapse and Restructuring"; "Christendom"; "The 'Dark Ages' Debate"; "Was There Ever a 'Dark Age'"; "Christian Women in Medieval Europe"
<b>9.5b</b> Political states and empires employed a variety of techniques for expanding and maintaining control, and sometimes disrupted state-building in other regions.	<b>Origins CO4:</b> Analyze the narrative of history from a variety of frames: communities, networks, production and distribution, and population. <b>Origins E5-2:</b> Analyze how global interconnections impacted political systems, trade networks, and the biosphere/environment. <b>Origins E5-3:</b> Evaluate the development of new hierarchies based upon social class and race during this era.	<b>Origins E4:</b> "The Caliphate"; "States and Empires of West Africa"; "Between the Han and the Tang: The Period of (Relative) Disunion in China"; "Christendom"; <i>Samurai, Shoguns, and the Japanese Middle Ages</i> ; "China Under the Tang and Ming"; Sourcing - Emperor Hongwu's Edict; <b>Origins E5:</b> "Era 5 Overview - The First Global Age"; <i>Era 5 Overview Video; Wait for it...The Mongols: CCWH</i> ; "Sources of Mongol History"; <i>Comanche Empire; Ottoman, Safavid, and Mughal Empires</i> ; Contextualization - Pastoral Empires: Mongols and Comanches; "New World Webs: Diversity and Exchange in the Americas"; <i>Aztec Empire; Inca Empire</i>
<b>9.5c</b> Periods of stability and prosperity enabled cultural, technological, and scientific achievements and innovations that built on or blended with available knowledge, and often led to cultural diffusion.	<b>Origins E4-2:</b> Understand and analyze why networks of interaction both increased and decreased during this era.	<b>Origins E4:</b> <i>Rebuilding the Silk Road</i> ; "The Silk Road"; Silk Road Simulation; "China Under the Tang and Ming"; "Was There Ever a 'Dark Age'"; <i>International Commerce, Snorkeling Camels, and the Indian Ocean Trade: CCWH</i> <b>Origins E5:</b> <i>Wait for It...The Mongols: CCWH; Aztec Empire; Inca Empire</i>
<b>9.6 SOCIAL AND CULTURAL GROWTH AND CONFLICT:</b> During the postclassical era, the growth of transregional empires and the use of trade networks influenced religions and spread disease.		
<b>9.6a</b> Internal tensions and challenges grew as disputes over authority and power arose between and among religious and political leaders.	<b>Origins CO4:</b> Analyze the narrative of history from a variety of frames: communities, networks, production and distribution, and population.	<b>Origins E4:</b> "The Caliphate"; Claim Testing - The Muslim World; "States and Empires of West Africa"; "Between the Han and the Tang: The Period of (Relative) Disunion in China"; "Christendom" <b>Origins E5:</b> <i>Wait for It...The Mongols: CCWH; Comanche Empire; Ottoman, Safavid, and Mughal Empires</i> ; Contextualization - Pastoral Empires: Mongols and Comanches; <i>Aztec Empire; Inca Empire</i>

<p><b>9.6b</b> Networks of exchange facilitated the spread of disease, which affected social, cultural, economic, and demographic development.</p>	<p><b>Origins CO4:</b> Analyze the narrative of history from a variety of frames: communities, networks, production and distribution, and population. <b>Origins E4-2:</b> Understand and analyze why networks of interaction both increased and decreased during this era. <b>Origins E4-6:</b> Critique the narrative of the “dark ages” by analyzing and using evidence from multiple sources to support historical thinking.</p>	<p><b>Origins E4:</b> <i>Rebuilding the Silk Road</i>; "The Silk Road"; Silk Road Simulation; What Were the Dark Ages?; "The 'Dark Ages' Debate"; "Was There Ever a 'Dark Age'"; <b>Origins E5:</b> "Trade Networks and The Black Death"; "Reactions to the Black Death"; <i>Disease! CCWH</i>; "The Disasterous Effects of Increased Global Interactions"</p>
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New York Standards WHP Objectives Crosswalk  
9th Grade - Global Interactions

NEW YORK 9th GRADE SOCIAL STUDIES STANDARDS	WORLD HISTORY PROJECT COURSE OBJECTIVES (CO) AND LEARNING OBJECTIVES (1750 COURSE=U#-#; ORIGINS COURSE=E#-#; U.#-#/E.#-#)=LEARNING OBJECTIVES IN SUBUNITS) THAT SUPPORT NEW YORK SKILLS AND STANDARDS	RELEVANT WHP LESSONS, ACTIVITIES, AND RESOURCES THAT SUPPORT NEW YORK SKILLS AND STANDARDS
<b>GLOBAL INTERACTIONS</b>		
<b>9.7 THE OTTOMAN EMPIRE AND THE MING DYNASTY PRE-1600:</b> Islam, Neo-Confucianism, and Christianity each influenced the development of regions and shaped key centers of power in		
<b>9.7a</b> Three belief systems influenced numerous, powerful states and empires across the Eastern Hemisphere.	<b>Origins E4-4:</b> Understand the formation and spread of Islam and how this belief system influenced communities and networks.	<b>Origins E4:</b> "The Caliphate"; "Networks and Exchange in the Muslim World"; Claim Testing - The Muslim World; <i>Mansa Musa and Islam in Africa: CCWH</i> ; "Christendom"; <i>The Impact of the Crusades</i> <b>Origins E5: 1750 U1:</b> "European States and Empires"; "The Ottoman Empire"
<b>9.7b</b> The dominant belief systems and the ethnic and religious compositions of the Ottoman Empire and the Ming Dynasty affected their social, political, and economic structures and organizations.	<b>1750 U1-1:</b> Employ a variety of frames to examine historical eras such as population, communities, networks, and production and distribution.	<b>Origins E4:</b> "China Under the Tang and Ming"; Sourcing - Emperor Hongwu's Edict <b>Origins E5:</b> <i>Ottoman, Safavid, and Mughal Empires</i> <b>1750 U1:</b> The Ottoman Empire
<b>9.7c</b> The Ottoman Empire and the Ming Dynasty had different views of the world and their place in it. Islam under the Ottoman Empire and Neo-Confucianism under the Ming Dynasty influenced the political, economic, military, and diplomatic interactions with others outside of their realm.	<b>Origins E4-4:</b> Understand the formation and spread of Islam and how this belief system influenced communities and networks. <b>Origins E5-3:</b> Critique the development of new hierarchies based upon social class and race during this era. <b>Origins and 1750 CO4:</b> Analyze the narrative of history from a variety of frames: communities, networks, and production and distribution.	<b>Origins E4:</b> "China Under the Tang and Ming"; Sourcing - Emperor Hongwu's Edict <b>Origins E5:</b> <i>Ottoman, Safavid, and Mughal Empires</i> <b>1750 U1:</b> The Ottoman Empire
<b>9.8 AFRICA AND THE AMERICAS PRE-1600:</b> The environment, trade networks, and belief systems influenced the development of complex societies and civilizations in Africa and the Americas		
<b>9.8a</b> Complex societies and civilizations continued to develop in Africa and the Americas. The environment, the availability of resources, and the use of trade networks shaped the growth of the Aztec, Inca, and Songhai empires and East African city-states. This growth also influenced their economies and relationships with others.	<b>Origins and 1750 CO4:</b> Analyze the narrative of history from a variety of frames: communities, networks, and production and distribution. <b>Origins E5-1:</b> Understand and evaluate the formation of regional and global networks of interaction.	<b>Origins E4:</b> "States and Empires of West Africa"; Contextualization - Mansa Musa; <i>Mansa Musa and Islam in Africa: CCWH</i> ; "The Spread of Farming in Sub-Saharan Africa: Bantu Migration" <b>Origins E5:</b> <i>Comanche Empire</i> ; "New World Webs: Diversity and Exchange in the Americas"; <i>Aztec Empire</i> ; <i>Inca Empire</i>
<b>9.8b</b> Local traditional religions influenced the development of complex societies and civilizations in Africa and the Americas ca. 1325–1600.	<b>Origins and 1750 CO4:</b> Analyze the narrative of history from a variety of frames: communities, networks, and production and distribution. <b>Origins E5-1:</b> Understand and evaluate the formation of regional and global networks of interaction.	<b>Origins E4:</b> "States and Empires of West Africa"; Contextualization - Mansa Musa; <i>Mansa Musa and Islam in Africa: CCWH</i> ; "The Spread of Farming in Sub-Saharan Africa: Bantu Migration" <b>Origins E5:</b> <i>Comanche Empire</i> ; "New World Webs: Diversity and Exchange in the Americas"; <i>Aztec Empire</i> ; <i>Inca Empire</i>
<b>9.8c</b> Complex societies and civilizations made unique cultural achievements and contributions.	<b>Origins CO4:</b> Analyze the narrative of history from a variety of frames: communities, networks, production and distribution, and population.	<b>Origins E4:</b> "States and Empires of West Africa"; Contextualization - Mansa Musa; <i>Mansa Musa and Islam in Africa: CCWH</i> ; "The Spread of Farming in Sub-Saharan Africa: Bantu Migration" <b>Origins E5:</b> <i>Comanche Empire</i> ; "New World Webs: Diversity and Exchange in the Americas"; <i>Aztec Empire</i> ; <i>Inca Empire</i>
<b>9.9 TRANSFORMATION OF WESTERN EUROPE AND RUSSIA:</b> Western Europe and Russia transformed politically, economically, and culturally ca. 1400–1750. This transformation included		
<b>9.9a</b> The Renaissance was influenced by the diffusion of technology and ideas. The Islamic caliphates played an important role in this diffusion.	<b>Origins and 1750 CO4:</b> Analyze the narrative of history from a variety of frames: communities, networks, and production and distribution.	<b>Origins U5:</b> "Era 5 Overview - The First Global Age"; <i>Era 5 Overview</i> ; CCOT - The First Global Age <b>1750 U1:</b> "Unit 1 Overview: The World in 1750"; <i>Unit 1 Overview Video</i> ; "European States and Empires" <b>NOTE:</b> An article focusing on the Renaissance and Reformation is forthcoming.
<b>9.9b</b> The Reformation challenged traditional religious authority, which prompted a counter reformation that led to a religiously fragmented Western Europe and political conflicts. This religious upheaval continued the marginalization of Jews in European society.	<b>Origins and 1750 CO4:</b> Analyze the narrative of history from a variety of frames: communities, networks, and production and distribution.	<b>Origins U5:</b> "Era 5 Overview - The First Global Age"; <i>Era 5 Overview</i> ; CCOT - The First Global Age <b>NOTE:</b> An article focusing on the Renaissance and Reformation is forthcoming.
<b>9.9c</b> Absolutist governments emerged as Western European and Russian monarchs consolidated power and wealth.	<b>Origins and 1750 CO4:</b> Analyze the narrative of history from a variety of frames: communities, networks, and production and distribution. <b>1750 U2-2:</b> Assess the role of nationalism in the creation of new empires and the rise of the nation-state.	<b>1750 U1:</b> "Unit 1 Overview: The World in 1750"; <i>Unit 1 Overview Video</i> ; "European States and Empires"; "Primary Sources: Europe and China in 1750"; "Primary Sources: The World in 1750" <b>1750 U2 and Origins U6:</b> <i>The Scientific Revolution and the Age of Enlightenment</i> ; "The Enlightenment"; Enlightenment Quotes; <i>Diderot's 1750 Encyclopedia</i> ; "Words of the Enlightenment"; "Sovereignty" <b>AP:</b> Europe 1200-1450 (forthcoming)
<b>9.9d</b> The development of the Scientific Revolution challenged traditional authorities and beliefs.	<b>Origins and 1750 CO4:</b> Analyze the narrative of history from a variety of frames: communities, networks, production and distribution, and population.	<b>1750 U2 and Origins U6:</b> <i>The Scientific Revolution and the Age of Enlightenment</i> ; "The Enlightenment"
<b>9.9e</b> The Enlightenment challenged views of political authority and how power and authority were conceptualized.	<b>Origins and 1750 CO4:</b> Analyze the narrative of history from a variety of frames: communities, networks, production and distribution, and population.	<b>1750 U1:</b> "Unit 1 Overview: The World in 1750"; <i>Unit 1 Overview Video</i> ; "European States and Empires"; "Primary Sources: Europe and China in 1750"; "Primary Sources: The World in 1750" <b>1750 U2 and Origins U6:</b> <i>The Scientific Revolution and the Age of Enlightenment</i> ; "The Enlightenment"; Enlightenment Quotes; <i>Diderot's 1750 Encyclopedia</i> ; "Words of the Enlightenment"; "Sovereignty"
<b>9.10 INTERACTIONS AND DISRUPTIONS:</b> Efforts to reach the Indies resulted in the encounter between the people of Western Europe, Africa, and the Americas. This encounter led to a		
<b>9.10a</b> Various motives, new knowledge, and technological innovations influenced exploration and the development of European transoceanic trade routes.	<b>Origins E5-1:</b> Understand and evaluate the formation of regional and global networks of interaction.	<b>Origins E5:</b> <i>Era 5 Overview Video</i> ; "Era 5 Overview - The First Global Age"; CCOT - The First Global Age; "Crops that Grew the World"; "The Columbian Exchange"; World Zone Café; <i>The Columbian Exchange: CCWH</i>
<b>9.10b</b> Transatlantic exploration led to the Encounter, colonization of the Americas, and the Columbian exchange.	<b>Origins E5-2:</b> Analyze how global interconnections impacted political systems, trade networks, and the biosphere/environment.	<b>Origins E5:</b> <i>Era 5 Overview Video</i> ; "Era 5 Overview - The First Global Age"; CCOT - The First Global Age; "Crops that Grew the World"; "The Columbian Exchange"; World Zone Café; <i>The Columbian Exchange: CCWH</i>

<p><b>9.10c</b> The decimation of indigenous populations in the Americas influenced the growth of the Atlantic slave trade. The trade of enslaved peoples resulted in exploitation, death, and the creation of wealth.</p>	<p><b>Origins E5-2:</b> Analyze how global interconnections impacted political systems, trade networks, and the biosphere/environment. <b>Origins E5-3:</b> Evaluate the development of new hierarchies based upon social class and race during this era.</p>	<p><b>Origins E5:</b> <i>Era 5 Overview Video</i>; "Era 5 Overview - The First Global Age"; CCOT - The First Global Age; "Crops that Grew the World"; "The Columbian Exchange"; World Zone Café; <i>The Columbian Exchange: CCWH</i>; "The Disastrous Effects of Increased Global Interactions"; "Transatlantic Migration Patterns"; Sourcing - The Spanish Conquest of the Aztec Empire; "The Transatlantic Slave Trade"; Impact of the Slave Trade: Through a Ghanaian Lens; Tour of the Costal Castle; "First Person Accounts: The Transatlantic Slave Trade"; CCOT - Africa and the Americas; "Race and Coerced Labor I: How Did People Become Property in the Americas?"; "Race and Coerced Labor II: Motivations and Justifications"; "Slavery and Capitalism?"</p>
<p><b>9.10d</b> European colonization in the Americas and trade interactions with Africa led to instability, decline, and near destruction of once-stable political and cultural systems.</p>	<p><b>Origins E5-2:</b> Analyze how global interconnections impacted political systems, trade networks, and the biosphere/environment.</p>	<p><b>Origins E5:</b> "The Disastrous Effects of Increased Global Interactions"; "The Transatlantic Slave Trade"; <i>Impact of the Slave Trade: Through a Ghanaian Lens; Tour of the Costal Castle</i>; "First Person Accounts: The Transatlantic Slave Trade"; CCOT - Africa and the Americas; "Race and Coerced Labor I: How Did People Become Property in the Americas?"; "Race and Coerced Labor II: Motivations and Justifications"; "Slavery and Capitalism?"</p>
<p><b>9.10e</b> The Eastern Hemisphere trade networks were disrupted by the European development of new transoceanic trade across the Indian, Pacific, and Atlantic Oceans. Shifts in global trade networks and the use of gunpowder had positive and negative effects on Asian and European empires.</p>	<p><b>Origins and 1750 C04:</b> Analyze the narrative of history from a variety of frames: communities, networks, production and distribution, and population.</p>	<p><b>Origins E5:</b> "Overview of New Economic Systems"; <i>The Spanish Empire, Silver, and Runaway Inflation: CCWH; Capitalism and the Dutch East India Company: CCWH</i>; "Slavery and Capitalism?" <b>1750 U1:</b> "Unit 1 Overview: The World in 1750"; <i>Unit 1 Overview Video</i>; "European States and Empires"; "Global Production and Distribution in 1750"; "The Ottoman Empire"</p>

New York Standards WHP Objectives Crosswalk  
10th Grade - 1750-1914

NEW YORK 10th GRADE SOCIAL STUDIES STANDARDS	WORLD HISTORY PROJECT COURSE OBJECTIVES (CO) AND LEARNING OBJECTIVES (1750 COURSE=U#-#; ORIGINS COURSE=E#-#; U.#-#/E.#-#=LEARNING OBJECTIVES IN SUBUNITS) THAT SUPPORT NEW YORK SKILLS AND STANDARDS	RELEVANT WHP LESSONS, ACTIVITIES, AND RESOURCES THAT SUPPORT NEW YORK SKILLS AND STANDARDS
<b>THE WORLD IN 1750</b>		
<b>10.1 THE WORLD in 1750:</b> The world in 1750 was marked by powerful Eurasian states and empires, coastal African kingdoms, and growing European maritime empires. The interactions of		
<b>10.1a</b> Powerful Eurasian states and empires faced and responded to challenges ca. 1750.	<b>1750 CO4:</b> Analyze the narrative of history from a variety of frames: communities, networks, and production and distribution.	<b>1750 U1:</b> "Unit 1 Overview: The World in 1750"; <i>Unit 1 Overview Video</i> ; "European States and Empires"; "Global Production and Distribution in 1750"; "Primary Sources: Europe and China in 1750"; "The Ottoman Empire"; "Mughal Empire"; "Tokugawa Shogunate"; "Primary Sources: The World in 1750"
<b>10.1b</b> Perceptions of outsiders and interactions with them varied across Eurasia.	<b>1750 CO4:</b> Analyze the narrative of history from a variety of frames: communities, networks, and production and distribution.	<b>1750 U1:</b> "European States and Empires"; "Global Production and Distribution in 1750"; "Primary Sources: Europe and China in 1750"; "The Ottoman Empire"; "Mughal Empire"; "Tokugawa Shogunate"; "Primary Sources: The World in 1750"; <b>Origins U6 and 1750 U2 and U3:</b> <i>Samurai, Daimyo, Matthew Perry, and Nationalism: CCWH</i> ; "Struggle and Transformation in China"; "Meiji Restoration"
<b>1750–1914: AN AGE OF REVOLUTIONS, INDUSTRIALIZATION, AND EMPIRES</b>		
<b>10.2: ENLIGHTENMENT, REVOLUTION, AND NATIONALISM:</b> The Enlightenment called into question traditional beliefs and inspired widespread political, economic, and social change. This		
<b>10.2a</b> Enlightenment thinkers developed political philosophies based on natural laws, which included the concepts of social contract, consent of the governed, and the rights of citizens.	<b>Origins U6-1 and 1750 U2-1:</b> Analyze how the roles of sovereignty, individualism, and the fight for equality influenced political revolutions of this era. <b>1750 CO3:</b> Interpret human history as both a shared experience and leading to great differentiations, partly by analyzing primary and secondary sources from multiple perspectives of gender, race, and socio-economic status or hierarchies.	<b>1750 U2 and Origins U6:</b> <i>The Scientific Revolution and the Age of Enlightenment</i> ; "The Enlightenment"; Enlightenment Quotes; <i>Diderot's 1750 Encyclopedia</i> ; "Words of the Enlightenment"; "Sovereignty"
<b>10.2b</b> Individuals used Enlightenment ideals to challenge traditional beliefs and secure people's rights in reform movements, such as women's rights and abolition; some leaders may be considered enlightened despots.	<b>1750 CO3:</b> Interpret human history as both a shared experience and leading to great differentiations, partly by analyzing primary and secondary sources from multiple perspectives of gender, race, and socio-economic status or hierarchies.	<b>1750 U2 and U4 and Origins U6:</b> <i>The Scientific Revolution and the Age of Enlightenment</i> ; "The Enlightenment"; Enlightenment Quotes; <i>Diderot's 1750 Encyclopedia</i> ; "Words of the Enlightenment"; "Sovereignty"; "Revolutionary Women"; "Slavery and Capitalism?"; "Why Was Slavery Abolished: Three Theories"; Sourcing - Why Was Slavery Abolished?; Comparison - Women's Suffrage; "A World Tour of Women's Suffrage"; "Changing Gender Roles"; Claim Testing - Social Class and Gender
<b>10.2c</b> Individuals and groups drew upon principles of the Enlightenment to spread rebellions and call for revolutions in France and the Americas.	<b>Origins E6-1 and 1750 U2-1:</b> Analyze how the roles of sovereignty, individualism, and the fight for equality influenced political revolutions of this era.	<b>1750 U2 and Origins E6:</b> Revolution or Evolution?; "Sovereignty"; "Ingredients for Revolution"; Causation - Recipe for a Revolution; "Economic and Material Causes of Revolt"; Causation - Revolutions; So You Want a Revolution?; "The Atlantic Revolutions"; Revolutionary Women; <i>Tea, Taxes, and the American Revolution: CCWH</i> ; <i>The French Revolution: CCWH</i> ; <i>Haitian Revolutions: CCWH</i> ; <i>Latin American Revolutions: CCWH</i> ; Ingredients for Revolution
<b>10.2d</b> Cultural identity and nationalism inspired political movements that attempted to unify people into new nation-states and posed challenges to multinational states.	<b>Origins E6-3 and 1750 U2-2:</b> Assess the role of nationalism in the creation of new empires and the rise of the nation-state.	<b>Origins E6 and 1750 U2:</b> Who Am I?; "Origins and Impacts of Nationalism"; "The World Revolution of 1848"; Responsibility and Compassion; "Ethnic Nationalism"; "Italian Nationalism: A Point of View"; "Bismarck and German Nationalism"; <i>Samurai, Daimyo, Matthew Perry, and Nationalism: CCWH</i>
<b>10.3 CAUSES AND EFFECTS OF THE INDUSTRIAL REVOLUTION:</b> Innovations in agriculture, production, and transportation led to the Industrial Revolution, which originated in Western Europe		
<b>10.3a</b> Agricultural innovations and technologies enabled people to alter their environment, allowing them to increase and support farming on a large scale.	<b>Origins E6-2 and 1750 U3-1:</b> Understand and evaluate the economic and technological changes that led to the Industrial Revolution and analyze how the Industrial Revolution created significant changes in human communities, networks, production and distribution, as well as its impact on the environment.	<b>Origins E6 and 1750 U3:</b> <i>Unit 3 Overview Video</i> , "Unit 3 Overview"; Urbanization Game; "Scale of the Industrial Revolution"; Contextualization - How Was Industrialization Possible?; When Countries Industrialized; "Global Transformations of the Industrial Revolution"; "Migration and Industrialization"
<b>10.3b</b> Factors including new economic theories and practices, new sources of energy, and technological innovations influenced the development of new communication and transportation systems and new methods of production. These developments had numerous effects.	<b>Origins E6-2 and 1750 U3-1:</b> Understand and evaluate the economic and technological changes that led to the Industrial Revolution and analyze how the Industrial Revolution created significant changes in human communities, networks, production and distribution, as well as its impact on the environment.	<b>Origins E6 and 1750 U3:</b> <i>Unit 3 Overview Video</i> , "Unit 3 Overview"; Urbanization Game; "Scale of the Industrial Revolution"; "The Scientific Revolution"; Contextualization - How Was Industrialization Possible?; When Countries Industrialized; "Global Transformations of the Industrial Revolution"; "Japan's Industrial Revolution"; "Meiji Restoration"; "Egypt's Industrial Revolution"; Comparison - Egypt and Japan; "Migration and Industrialization"; Causation - Industrialization to Migration; <i>The Railroad Journey and the Industrial Revolution: CCWH</i>

<p><b>10.3c</b> Shifts in population from rural to urban areas led to social changes in class structure, family structure, and the daily lives of people.</p>	<p><b>1750 CO4:</b> Analyze the narrative of history from a variety of frames: communities, networks, and production and distribution. <b>Origins E6-2 and 1750 U3-1:</b> Understand and evaluate the economic and technological changes that led to the Industrial Revolution and analyze how the Industrial Revolution created significant changes in human communities, networks, production and distribution, as well as its impact on the environment.</p>	<p><b>Origins E6 and 1750 U3 and U4:</b> Urbanization Game; "Scale of the Industrial Revolution"; "The Industrial Revolution"; "Industrial Revolution Primary Sources"; "Global Transformations of the Industrial Revolution"; "Migration and Industrialization"; Causation - Industrialization to Migration; <i>Unit 4 Overview Video</i>; "Unit 4 Overview"; Assembly Line Simulation; "Class Structure"; "The Rise of the Proletariat"; The Sadler Report; Contextualization - Child Labor; Comparison - Women's Suffrage; "A World Tour of Women's Suffrage"; "Changing Gender Roles"; Claim Testing - Social Class and Gender</p>
<p><b>10.3d</b> Social and political reform, as well as new ideologies, developed in response to industrial growth.</p>	<p><b>Origins E6-2 and 1750 U3-1:</b> Understand and evaluate the economic and technological changes that led to the Industrial Revolution and analyze how the Industrial Revolution created significant changes in human communities, networks, production and distribution, as well as its impact on the environment. <b>1750 U4-1:</b> Analyze the various responses to industrialization that occurred in different regions of the world.</p>	<p><b>Origins E6 and 1750 U4:</b> <i>Unit 4 Overview Video</i> ; "Unit 4 Overview"; "Class Structure"; "The Rise of the Proletariat"; "Responses to Industrialization"; The Sadler Report; Contextualization - Child Labor; Comparison - Women's Suffrage; "A World Tour of Women's Suffrage"; "Changing Gender Roles"; Claim Testing - Social Class and Gender</p>
<p><b>10.4 IMPERIALISM:</b> Western European interactions with Africa and Asia shifted from limited regional contacts along the coast to greater influence and connections throughout these regions.</p>		
<p><b>10.4a</b> European industrialized states and Japan sought to play a dominant role in the world and to control natural resources for political, economic, and cultural reasons.</p>	<p><b>1750 CO4:</b> Analyze the narrative of history from a variety of frames: communities, networks, and production and distribution. <b>1750 U5.0-1:</b> Describe how industrialization led to imperialism and the expansion of empires.</p>	<p><b>Origins U6 and 1750 U5:</b> <i>Unit 5 Overview Video</i>; "Unit 5 Overview"; <i>Imperialism: CCWH</i>; "Industrial Imperialism, the 'New' Imperialism"; "Images of Industrial Imperialism"; "Responses to Industrial Imperialism"; <i>Asian Responses to Imperialism: CCWH</i>; Gentlemen of the Jungle; Claim Testing - Imperialism; "Struggle and Transformation in China"; "Tools of Imperialism"; Sourcing - Differing Perspectives on Imperialism; Imperialism Cartoons</p>
<p><b>10.4b</b> Those who faced being colonized engaged in varying forms of resistance and adaptation to colonial rule with varying degrees of success.</p>	<p><b>1750 CO4:</b> Analyze the narrative of history from a variety of frames: communities, networks, and production and distribution. <b>1750 U5.0-2:</b> Examine the ways in which colonialism directly impacted societies, and continue to do so today.</p>	<p><b>Origins U6 and 1750 U5:</b> <i>Unit 5 Overview</i>; "Unit 5 Overview"; <i>Imperialism: CCWH</i>; Gentlemen of the Jungle; Claim Testing - Imperialism; "Colonial Violence"; <i>Experiencing Colonialism Through a Ghanaian Lens</i>; Causation - Indian Uprising; "1857 Indian Uprising"; "Responses to Industrial Imperialism"; <i>Asian Responses to Imperialism: CCWH</i> ; "Dual Consciousness"</p>
<p><b>10.4c</b> International conflicts developed as imperial powers competed for control. Claims over land often resulted in borders being shifted on political maps, often with little regard for traditional cultures and commerce (e.g., Berlin Conference).</p>	<p><b>1750 CO4:</b> Analyze the narrative of history from a variety of frames: communities, networks, and production and distribution. <b>1750 U5.0-2:</b> Examine the ways in which colonialism directly impacted societies, and continue to do so today. <b>1750 5.2-5:</b> Understand and evaluate how communities responded to increased industrialization and the expansion of empires including the impact on China and the causes and effects of the Opium Wars.</p>	<p><b>Origins U6 and 1750 U5:</b> <i>Unit 5 Overview</i>; "Unit 5 Overview"; <i>Imperialism: CCWH</i>; Imperialism Cartoons; Claim Testing - Imperialism; Sourcing - Differing Perspectives on Imperialism <b>NOTE:</b> An article on the Berlin Conference and partition of Africa is forthcoming.</p>

New York Standards WHP Objectives Crosswalk  
10th Grade - 1914 to Present

NEW YORK 10th GRADE SOCIAL STUDIES STANDARDS	WORLD HISTORY PROJECT COURSE OBJECTIVES (CO) AND LEARNING OBJECTIVES (1750 COURSE=U#-#; ORIGINS COURSE=E#-#; U.#-#/E.#-#)=LEARNING OBJECTIVES IN SUBUNITS) THAT SUPPORT NEW YORK SKILLS AND STANDARDS	RELEVANT WHP LESSONS, ACTIVITIES, AND RESOURCES THAT SUPPORT NEW YORK SKILLS AND STANDARDS
<b>1914–PRESENT: CRISIS AND ACHIEVEMENT IN THE 20TH CENTURY</b>		
<b>10.5 UNRESOLVED GLOBAL CONFLICT (1914–1945):</b> World War I and World War II led to geopolitical changes, human and environmental devastation, and attempts to bring stability and		
<b>10.5a</b> International competition, fueled by nationalism, imperialism, and militarism along with shifts in the balance of power and alliances, led to world wars.	<b>Origins E7-3:</b> Explain the creation of new political ideologies and why they emerged during this era and how these changes led to hostilities. <b>Origins E7-4:</b> Understand how world wars led to increased international cooperation and tensions. <b>1750 6.1-1:</b> Understand the causes and consequences of World War I and how this war was the first global and total war. <b>1750 6.1-2:</b> Analyze multiple scholarly perspectives regarding the causes of World War I.	<b>Origins E7 and 1750 U6:</b> "What Caused the First World War?"; <i>How World War I Started: CCWH</i> ; "The First World War as a Global War"; "World War I: A Total War?"; WWI Letters; World War I Peace Talks; Our Interconnected World - World War I; "The Second World War" What Caused the First World War?; The First World War as a Global War; Capitalism and World War I; A Lost Generation; Unit 6 Problem Notebook <b>Origins E7 and 1750 U7:</b> The Second World War
<b>10.5b</b> Technological developments increased the extent of damage and casualties in both World War I and World War II.	<b>Origins E7-4:</b> Understand how world wars led to increased international cooperation and tensions. <b>1750 7.3-3:</b> Assess how technology, combined with economic systems such as capitalism, and political ideologies such as fascism impacted World War II. <b>1750 7.4-3:</b> Assess how new weapons led to growing tensions and a new type of war.	<b>Origins E7 and 1750 U6:</b> "The First World War as a Global War"; "Capitalism and World War I"; "World War I: A Total War" <b>1750 U7:</b> "The Second World War"; "Economics in the Second World War"; <i>The Fallen of World War II</i> ; "The Holocaust"; "Nuclear Bombs"
<b>10.5c</b> The devastation of the world wars and use of total war led people to explore ways to prevent future world wars.	<b>Origins E7-4:</b> Understand how world wars led to increased international cooperation and tensions. <b>1750 CO5:</b> Apply historical thinking practices, such as causation, continuity and change over time, sourcing, claim testing, and contextualization, to more fully understand and evaluate the historical narrative. <b>1750 7.1-2:</b> Evaluate international cooperative efforts that arose as a result of or in response to the end of World War I.	<b>Origins E7 and 1750 U6:</b> World War I Peace Talks <b>1750 U7:</b> <i>Internationalism Between the Wars</i> ; "Primary Sources of Internationalism"; Appeasement Simulation; "Appeasement"; "Nuremberg Laws, Nuremberg Trials"
<b>10.5d</b> Nationalism and ideology played a significant role in shaping the period between the world wars.	<b>1750 7.2-2:</b> Analyze multiple perspectives to understand and evaluate the rise of fascism in different regions of the world.	<b>Origins E7 and 1750 U6:</b> "The Power of One: The Russian Revolution" <b>Origins E7 and 1750 U7:</b> "Global Great Depression"; <i>What Is Fascism?</i> ; "Fascist Histories, Part I"; "The Global Story of the 1930s"; "Fascism in Germany"; "Communism in the Soviet Union"; "Authoritarianism in Japan"; "Fascist Histories, Part II: Exercising Authoritarianism"
<b>10.5e</b> Human atrocities and mass murders occurred in this time period.	<b>1750 7.4-1:</b> Understand and evaluate the causes, scale, and consequences of the Holocaust. <b>1750 7.4-2:</b> Analyze how genocides happen in a modern world.	<b>Origins E7 and 1750 U6:</b> <i>Armenian Genocide</i> <b>1750 U7:</b> "Fascism in Germany"; "The Holocaust"; "Causes, Scale, and Consequences of the Holocaust"; Human Rights and Asylum Debate; "Nuremberg Laws, Nuremberg Trials"; <b>1750 U8:</b> "Apartheid" <b>1750 U9:</b> "Universal Rights and a Century of Mass Killings"; "Why Does Genocide Still Happen?"; <i>Nonviolence and Peace Movements: CCWH</i>
<b>10.6 UNRESOLVED GLOBAL CONFLICT (1945–1991: THE COLD WAR):</b> The second half of the 20th century was shaped by the Cold War, a legacy of World War II. The United States and the		
<b>10.6a</b> The Cold War originated from tensions near the end of World War II as plans for peace were made and implemented. The Cold War was characterized by competition for power and ideological differences between the United States and the Soviet Union.	<b>1750 8.1-1:</b> Analyze how political and economic power shifts occurred as a result of World War II and how these shifts led to the Cold War. <b>1750 8.1-2:</b> Understand the causes of the Cold War and the ideologies of the main actors in this war: the United States and the Soviet Union.	<b>Origins U7 and 1750 U8:</b> <i>Unit 8 Overview</i> ; "Unit 8 Overview"; "Devastation of Old Markets"; "The Cold War: An Overview"; Sourcing - Who Started the Cold War?; <i>USA vs. USSR Fight! The Cold War: CCWH</i> ; "The Cold War Around the World"; Simulation - Cold War Crisis; <i>Decolonization and the Cold War: Through a Caribbean Lens; Decolonization and the Cold War: Through an Asian Lens</i> ; Who Is "Winning" the Cold War?
<b>10.6b</b> The Cold War was a period of confrontations and attempts at peaceful coexistence.	<b>Origins CO4 and 1750 CO4:</b> Analyze the narrative of history from a variety of frames: communities, networks, and production and distribution. <b>1750 8.1-4:</b> Evaluate how the Cold War impacted the rest of the world.	<b>Origins U7 and 1750 U8:</b> <i>Unit 8 Overview</i> ; "Unit 8 Overview"; "Devastation of Old Markets"; "The Cold War: An Overview"; Sourcing - Who Started the Cold War?; <i>USA vs. USSR Fight! The Cold War: CCWH</i> ; "The Cold War Around the World"; Simulation - Cold War Crisis; <i>Decolonization and the Cold War: Through a Caribbean Lens; Decolonization and the Cold War: Through an Asian Lens</i> ; Who Is "Winning" the Cold War?
<b>10.6c</b> The end of the Cold War and the collapse of the communist bloc in Europe had a global impact.	<b>Origins CO4 and 1750 CO4:</b> Analyze the narrative of history from a variety of frames: communities, networks, and production and distribution.	<b>1750 U8:</b> "Cold War: An Overview"; "End of Empire and the Cold War"; "Collapse of Communism"; <i>USA vs USSR Fight! The Cold War: CCWH</i>
<b>10.7 DECOLONIZATION AND NATIONALISM (1900–2000):</b> Nationalist and decolonization		
<b>10.7a</b> Independence movements in India and Indochina developed in response to European control.	<b>Origins CO4 and 1750 CO4:</b> Analyze the narrative of history from a variety of frames: communities, networks, and production and distribution. <b>1750 5.2-3:</b> Utilize the historical thinking practice of causation to assess the 1857 Indian uprising and the impact of colonialism. <b>1750 8.2-1:</b> Evaluate the connection between nationalism and decolonization movements during the Cold War.	<b>Origins E6 and 1750 U5:</b> Imperialism Cartoons; Claim Testing - Imperialism; "Colonial Violence"; Causation - Indian Uprising; "1857 Indian Uprising"; <i>Asian Responses to Imperialism: CCWH</i> <b>Origins E7 and 1750 U8:</b> <i>Decolonization and the Cold War: Through an Asian Lens; Decolonization and Nationalism Triumphant: CCWH</i> ; "And Then Gandhi Came: Nationalism, Revolution, and Sovereignty"

<p><b>10.7b</b> African independence movements gained strength as European states struggled economically after World War II. European efforts to limit African nationalist movements were often unsuccessful.</p>	<p><b>Origins CO5 and 1750 CO5:</b> Apply historical thinking practices, such as causation, continuity and change over time, sourcing, claim testing, and contextualization, to more fully understand and evaluate the historical narrative. <b>1750 8.1-5:</b> Examine the end of empire and decolonization efforts around the world and how these were intertwined with the Cold War. <b>1750 8.2-1:</b> Evaluate the connection between nationalism and decolonization movements during the Cold War. <b>1750 8.2-2:</b> Assess how women contributed to decolonization movements and political revolutions in the modern era.</p>	<p><b>Origins E6 and 1750 U5:</b> "Industrial Imperialism, the 'New' Imperialism"; Gentlemen of the Jungle; <i>Experiencing Colonialism Through a Ghanaian Lens</i> <b>Origins E7 and 1750 U8:</b> "The Cold War Around the World"; "End of Empire and Cold War"; "End of Old Regimes"; <i>Decolonization and Nationalism Triumphant: CCWH</i>; Comparison - Decolonizing Women "Decolonizing Women"; <i>Resisting Colonialism: Through a Ghanaian Lens</i>; "Apartheid"</p>
<p><b>10.7c</b> Nationalism in the Middle East was often influenced by factors such as religious beliefs and secularism.</p>	<p><b>Origins CO4 and 1750 CO4:</b> Analyze the narrative of history from a variety of frames: communities, networks, and production and distribution. <b>1750 8.2-3:</b> Examine the conflict between Israel and Palestine and the ongoing tensions in the Middle East.</p>	<p><b>1750 U8:</b> "Middle East in the 20th Century" <b>Origins E7 and 1750 U9:</b> <i>Conflict in Israel and Palestine: CCWH</i></p>
<p><b>10.7d</b> Nationalism in China influenced the removal of the imperial regime, led to numerous conflicts, and resulted in the formation of the communist People's Republic of China.</p>	<p><b>Origins CO4 and 1750 CO4:</b> Analyze the narrative of history from a variety of frames: communities, networks, and production and distribution. <b>1750 5.2-5:</b> Understand and evaluate how communities responded to increased industrialization and the expansion of empires including the impact on China and the causes and effects of the Opium Wars. <b>1750 8.2-4:</b> Analyze the causes and effects of the rise of communism in China and the practice of apartheid in South Africa.</p>	<p><b>Origins E6 and 1750 U5:</b> "Struggle and Transformation in China"; Contextualization - Opium Wars; <i>Opium Wars; Asian Responses to Imperialism: CCWH</i> <b>1750 U8:</b> <i>Decolonization and the Cold War: CCWH; Decolonization and Nationalism Triumphant: CCWH</i>; "Chinese Communist Revolution"</p>



New York Standards WHP Objectives Crosswalk  
10th Grade - Contemporary Issues

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<b>CONTEMPORARY ISSUES</b>		
<b>10.8 TENSIONS BETWEEN TRADITIONAL CULTURES AND MODERNIZATION:</b> Tensions exist between traditional cultures and agents of modernization. Reactions for and against modernization		
<b>10.8a</b> Cultures and countries experience and view modernization differently. For some, it is a change from a traditional rural, agrarian condition to a secular, urban, industrial condition. Some see modernization as a potential threat and others as an opportunity to be met.	<b>1750 9.1-2:</b> Assess how globalization both positively and negatively affects human communities, networks, and production and distribution. <b>1750 9.4-1:</b> Analyze a variety of indigenous responses to globalization, in places such as Mexico.	<b>Origins E7 and 1750 U9:</b> "Rise of China"; <i>Indigenous Americans and Globalization</i> ; "The Zapatistas in Mexico"; Claim Testing - Globalization; "The Trouble with Globalization" <b>1750 U9:</b> "The Flower Industry in Colombia"; "Bangalore: City of High Tech"; <i>Mexico City</i>
<b>10.8b</b> Tensions between agents of modernization and traditional cultures have resulted in ongoing debates within affected societies regarding social norms, gender roles, and the role of authorities and institutions.	<b>1750 9.1-2:</b> Assess how globalization both positively and negatively affects human communities, networks, and production and distribution. <b>1750 9.4-1:</b> Analyze a variety of indigenous responses to globalization, in places such as Mexico.	<b>Origins E7 and 1750 U9:</b> "Rise of China"; <i>Indigenous Americans and Globalization</i> ; "The Zapatistas in Mexico"; Claim Testing - Globalization; "The Trouble with Globalization" <b>1750 U9:</b> "The Flower Industry in Colombia"; "Bangalore: City of High Tech"; <i>Mexico City</i>
<b>10.9 GLOBALIZATION AND A CHANGING GLOBAL ENVIRONMENT(1990 –PRESENT):</b> Technological changes have resulted in a more interconnected world, affecting economic and political		
<b>10.9a</b> Technological changes in communication and transportation systems allow for instantaneous interconnections and new networks of exchange between people and places that have lessened the effects of time and distance.	<b>Origins CO5 and 1750 CO5:</b> Apply historical thinking practices, such as causation, continuity and change over time, sourcing, claim testing, and contextualization, to more fully understand and evaluate the historical narrative.	<b>Origins E7 and 1750 U9:</b> <i>Unit 9 Overview</i> ; "Unit 9 Overview"; CCOT - Era Comparisons; CCOT – Unit Comparisons; "Introduction to Globalization"; <i>Globalization I - The Upside: CCWH</i> ; "Is the World Flat or Spiky?"; "Following Goods Across the World"
<b>10.9b</b> Globalization is contentious, supported by some and criticized by others.	<b>1750 CO4:</b> Analyze the narrative of history from a variety of frames: communities, networks, and production and distribution. <b>1750 9.1-2:</b> Assess how globalization both positively and negatively affects human communities, networks, and production and distribution.	<b>Origins E7 and 1750 U9:</b> "Introduction to Globalization"; <i>Globalization I - The Upside: CCWH</i> ; "The Trouble with Globalization"; "Is the World Flat or Spiky?"; "WTO Resistance"; <i>Indigenous Americans and Globalization</i> ; "The Zapatistas in Mexico"; <i>Conflict in Israel and Palestine: CCWH</i>
<b>10.9c</b> Population pressures, industrialization, and urbanization have increased demands for limited natural resources and food resources, often straining the environment.	<b>Origins CO6 and 1750 CO6:</b> Interpret population data at key points throughout history in order to understand how population is both a cause and a consequence of other developments (political, social, economic, environmental). <b>Origins U7-5:</b> Analyze and critique the positive and negative impacts of globalization on human society and the environment. <b>1750 U9.5-1:</b> Describe the effects of population growth and environmental change during this era. <b>1750 U9.5-2:</b> Assess how access to natural resources in the twenty-first century might lead to future conflicts. <b>1750 U9.5-3:</b> Learn how to take informed action to help preserve natural resources for future generations. <b>1750 9.5-4:</b> Evaluate how community identities have changed in our global age.	<b>Origins E7 and 1750 U9:</b> "Population and Environmental Trends: 1880 to the Present"; "Is the World Flat or Spiky?"; "WTO Resistance"; <i>Indigenous Americans and Globalization</i> ; "The Zapatistas in Mexico"; Claim Testing - Globalization; "The Trouble with Globalization"; UN Sustainable Development Goals; "The Anthropocene"; <i>Humans and Energy: CCWH</i> ; "The Flower Industry in Colombia"; "Bangalore: City of High Tech"; <i>Mexico City: Green Revolution; Drought and Famine: CCWH; Humans and Energy: CCWH</i> ; "Environmentalism"
<b>10.9d</b> Globalization has created new possibilities for international cooperation and for international conflict.	<b>Origins U7-5:</b> Analyze and critique the positive and negative impacts of globalization on human society and the environment. <b>1750 9.2-1:</b> Evaluate how globalization both positively and negatively affects human communities, networks, and the production and distribution of goods.	<b>Origins E7 and 1750 U9:</b> "Universal Rights and a Century of Mass Killings"; Comparison - Rights Documents; "Why Does Genocide Still Happen?"; <i>Nonviolence and Peace Movements: CCWH</i> ; "International Institutions"; "Transnationalism, Internationalism, and Revival of Nationalism"; "Growth of Collective Learning and 20th Century Shifts in Identity"
<b>10.10 HUMAN RIGHTS VIOLATIONS:</b> Since the Holocaust, human rights violations have generated worldwide attention and concern. The United Nations Universal Declaration of Human Rights		
<b>10.10a</b> Following World War II, the United Nations Universal Declaration of Human Rights (1948) was written. This provides a set of principles to guide efforts to protect threatened groups.	<b>Origins CO4 and 1750 CO4:</b> Analyze the narrative of history from a variety of frames: communities, networks, and production and distribution. <b>1750 9.3-1:</b> Learn about how new international institutions formed and their impact on societies and human communities around the world.	<b>Origins E7 and 1750 U7:</b> Assessing Responsibility and Compassion; Human Rights and Asylum Debate; "Nuremberg Laws, Nuremberg Trials"; Claim Testing - Global Conflict International Institutions <b>1750 U9:</b> "'Universal' Rights and a Century of Mass Killings"; Comparison - Rights Documents; "International Institutions"
<b>10.10b</b> Governments, groups, and individuals have responded in various ways to the human atrocities committed in the 20th and 21st centuries.	<b>Origins CO4 and 1750 CO4:</b> Analyze the narrative of history from a variety of frames: communities, networks, and production and distribution. <b>1750 9.3-1:</b> Learn about how new international institutions formed and their impact on societies and human communities around the world.	<b>Origins E7 and 1750 U7:</b> Assessing Responsibility and Compassion; Human Rights and Asylum Debate; "Nuremberg Laws, Nuremberg Trials"; Claim Testing - Global Conflict International Institutions <b>1750 U8:</b> "Apartheid" <b>1750 U9:</b> "'Universal' Rights and a Century of Mass Killings"; Comparison - Rights Documents; "Why Does Genocide Still Happen?"; "International Institutions"; UN Sustainable Development Goals
<b>10.10c</b> Historical and contemporary violations of human rights can be evaluated, using the principles and articles established within the UN Universal Declaration of Human Rights.	<b>Origins CO4 and 1750 CO4:</b> Analyze the narrative of history from a variety of frames: communities, networks, and production and distribution. <b>1750 9.3-1:</b> Learn about how new international institutions formed and their impact on societies and human communities around the world.	<b>Origins E7 and 1750 U7:</b> Assessing Responsibility and Compassion; Human Rights and Asylum Debate <b>1750 U8:</b> "Apartheid" <b>1750 U9:</b> "'Universal' Rights and a Century of Mass Killings"; Comparison - Rights Documents; "Why Does Genocide Still Happen?"; "International Institutions"; UN Sustainable Development Goals